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ABSTRACT

A practicum project involved the development and implementation of a program to increase the positive attitudes and knowledge of 15 members of a target group in a county sheriff's office and thereby increase the productive use of the computer information system (IS). The people involved were county law enforcement officers and support staff in a county in North Central Florida. Results of a survey and pretest indicated a need to design and implement a program to address the large number who had low opinions and high unproductive time ratings for their use of the IS. An introductory IS training manual presented eight modular, instructional lessons. Targeted users spent a 1-hour block twice each week per lesson for 8 weeks. After targeted users had completed all lessons, users were administered a postsurvey on their opinions and evaluated on knowledge, opinion ratings, and unproductive time on the IS. Findings indicated that two of three objectives were met. Two or fewer targeted users rated their opinions for training received as less than adequate and scored less than 70 percent mastery on a knowledge test. Three users did not meet the 15 percent unproductive time criterion. (Appendixes include the needs analysis presurvey, raw data, IS knowledge pretest, implementation log, and IS training manual. The manual contains eight lessons that consist of learning objectives, subject content, skill exercises, and multiple choice mastery tests.) (YLB)

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DEVELOPMENT AND IMPLEMENTATION OF A TRAINING PROGRAM TO INCREASE THE USAGE OF A NETWORK COMPUTER SYSTEM BY COUNTY LAW ENFORCEMENT USERS

by

John L. Stivers

U.S. DEPARTMENT OF EDUCATION
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A Practicum Report submitted to the Faculty
of the Center for the Advancement of Education of
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requirements for the degree of
Master of Science.

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Abstract

Development and Implementation of a Training Program To Increase the Usage of a Computer Network System by County Law Enforcement Officers.
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The author developed and implemented this program to increase the positive attitudes and knowledge of 15 members of a target group in an effort to increase the productive use of the computer information system in a county Sheriff's office. The objectives for the program were to decrease to two or less the number of targeted users who rated their opinions for training received as less than adequate; to decrease to two or less the number of targeted users who scored less than 70% mastery on a knowledge test; and to decrease to two or less the number of targeted users who rated their unproductive time below 15%. The target group was required to participate in a training program as part of the implementation. All the program objectives were met except that three users did not meet the 15% unproductive time criterium. However, these three users were all within two percentage points. Appendices include attitude assessments and knowledge tests. Attachments include the manual developed as part of the practicum.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

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Practicum Title Implementation of a Training Program to Increase the Usage of a Network Computer System by Law Enforcement Users

Student's Name John Stivers Completion date 11/6/95

Project Site Gainesville, FL (Alachua County Sheriff's Office)

Mentor's Name Robert Morato *print* Robert Morato *signature*

Mentor's position at the site IS Manager Phone # 904-955-2538

Comment on impact of the project (handwritten):

Over a period of 3 months, the manual was developed and used in training over a group of users. Positive comments were received from the management of the users as to the effect of the training program. It was also noted that IS support staff reports less problems with users who participated in the program. The manual will continue to be used.

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CHAPTER I

Purpose

The setting in which the problem occurred was a County Sheriff's Administration Office. The county was located in North Central Florida with a population of 205,000. The city where the office was located had a population of 95,000 and supported a major university and community college. The major employment base was education, health care, and high tech research with an unemployment rate of 3.4%.

The people involved were County Law Enforcement Officers and support staff. There were approximately 250 of these users with responsibilities ranging from Records Clerk to Captain of Detectives. They were 65% white men with a minimum of a community college education and ages ranging from 25 to 55 years of age.

The other major group of people involved was the Information Systems Bureau (IS Bureau). The IS Bureau consisted of technical application support, systems programming, and an information systems manager. Their responsibilities were to design, maintain, and provide support for the information system's needs and infrastructure of the Sheriff's Office.

The information systems infrastructure consisted of approximately 100 IBM microcomputers. The Sheriff's Office had to interface and communicate with State and other County Systems through a fiber optic, ethernet data link backbone. A local area network was recently installed for the Sheriff's Office that allowed the sharing of computer devices and information. The local area networks were run on a token ring data link for local networking and on an ethernet data link that connected through the fiber backbone using the Transmission Control Internet Protocol (TCP/IP) to the remote Unix network of the county. The local network operating system was Novell version 4.1 using Open Data Interconnection (ODI) drivers for the protocol stack. A System Network Application (SNA) gateway was used with IBM's PC Support protocol that allowed multiple session connections to three AS/400 IBM midranges that ran OS/400 version 2.3.

In addition to navigating the wide area network mentioned above that interconnected the geographically separated local area network systems, users had to use the network resources. Job duties included AS/400 queries and reports. Also, the local area network for the Sheriff's Office offered common shared resources for other needs such as word processing, spreadsheet, database, graphics, telecommunication programs, and assorted printers on the system.

The personal role of the practicum proposal author was as a Systems Programmer within the Sheriff's Office. The author had held that position for 6 months. This position involved interfacing all the individual system resources for the proper functioning of the overall system. This required skills that ranged from the interconnecting of appropriate microcomputers, workstations, servers, midranges, and telecommunication media to the balancing of operating system resources with application program requirements. The author also served as a programmer for the custom AS/400 applications.

The background of the practicum author included previous separate B.S. degrees in Science Education and Electrical Engineering Technology. The author was studying for a Master's Degree in Computer Science Education. Career experiences included community college teaching of electronics and computer technology at several Florida Community Colleges; engineering management at a Fortune 500 consumer electronics manufacturer; and computer programmer and installer for a hospital software provider that used IBM AS/400's.

The mentor for this practicum was in complete control of the management decisions with respect to the information systems. The mentor supervised programmers and support personnel. The mentor was willing and able to make changes when needed to enhance the quality of the user friendliness of the system to promote usage of system resources.

Problem Statement

The users at the author's workplace had a low opinion of their ability to work with the Information System (IS). This resulted in low confidence in their ability to use the IS for job-related responsibilities, as well as a high unproductive time when they used it.

This was a problem because it directly related to the inefficiency of the organization. The technical support staff was needlessly involved in what was termed as 'inquiry-related' IS problems that a properly trained user could have resolved. In addition, the low confidence impeded the creative problem-solving process that users needed to explore new productive uses of the powerful IS.

The most demanding responsibility of the IS Bureau was to make the information system "user-friendly."

The investment in the network and performance tuning for proper system design was obviously meaningless if users did not use the network system. Because the system was new, users were hesitant to use the network because of unfamiliarity and their non-technical backgrounds.

The author had a high degree of control and had to resolve all network problems and technical questions. It was at this support level that the problem addressed by this proposal became noticeable in terms of user inquiries and frustration levels in using the network. When users had questions or problems, it was easier for them to call the information systems bureau for help than to solve the problem themselves. The users became frustrated because they had to ask basic questions to interact with the network to do their job. At the same time, the information systems support representative was distracted from system technical problems while serving as an application resource for knowledge that should have been part of an introductory training program.

Applicable background factors affecting the problem included the breadth and depth of the technical aspects of the system. Users appeared to be receptive to using the network for their respective needs. The system was continually evolving, and that introduced change upon an already unfamiliar system. Lastly, technical background knowledge, computer illiteracy, and minimal keyboarding skills contributed to the perception of the network being "unfriendly."

The IS, though technically a leading-edge data communication system, suffered with a "bad image" as frustrated users worked with it. This frustration was predicted by the author and management to only get worse with the state and county mandates that required new technologies demanding even greater user interaction. Users needed more confidence in working with the IS to meet these challenges.

Typically, users got lost in a network and/or application, print jobs got lost, or improper passwords and sign-ons were used. This lack of basic user knowledge of the system meant members of the technical support staff lost time with their own work to give one-on-one help to the users. Usually, the user remembered little about the solution to the problem and repeated the same errors again.

Managers agreed that a problem existed. Nobles (1995) stated in a personal interview, "Our Detectives don't want to use a system they don't know anything about ... it is a frustrating experience". Carlton

(1995) stated in a personal interview, "Our Detectives don't want to use a system they don't know anything about ... it is a frustrating experience". Carlton stated in a personal interview, "We can show Records Technicians how to enter data ... but we never had any training on basic resources such as printing".

The author administered a Needs Analysis Presurvey (Appendix A, p.43) using Likert Scales to 20 users of the system. The scale consisted of the following possible ratings : 1 for "Poor", 2 for "Less Than Adequate", 3 for "Adequate", 4 for "More Than Adequate", and 5 for "Good". These 20 users were representative of the demographics of Chapter I.

The author presents the raw data in Appendix B, p.45. Fifteen of the 20 users indicated at least one "less than adequate" rating for one of the three opinions surveyed. These 15 users became the members of the target group for this practicum. Table 1 presents the results of these 15 target group members' opinions for IS user-friendliness (Question 1), for training received (Question 2), and for confidence in using the IS (Question 3).

Table 1

Needs Analysis Presurvey
Likert Scales Ratings

User	Question 1 Friendliness	Question 2 Training	Question 3 Confidence
1	1	1	1
3	1	2	1
4	2	1	3
7	2	1	3
8	2	2	2
9	3	2	1
10	2	2	1
11	1	2	2
12	3	2	3
13	1	1	2
14	2	2	3
15	3	2	2
16	3	1	4
17	3	2	4
18	1	2	3

Of these 15 members of the target group, 10 rated the IS as "less than adequate" for user-friendliness; 15 as "less than adequate" for training received; and 9 as "less than an adequate" for confidence to use the network. These results indicated too many targeted users had low opinions of their ability to work with the IS. The author, in talks with management, determined an acceptable number of users with such low opinions should have been no more than two members of the target group for each opinion.

"Training received" produced the worst results with a difference of 13 from what was and what should have been. With this high difference, it was understandable why so many members of the target group rated user-friendliness and confidence so low. Therefore, the "training received" opinion became the first discrepancy addressed in this practicum.

Table 2 presents the time spent per day on the IS (question 10 on the Needs Analysis Presurvey), the time lost due to the lack of basic system skills (question 11), and the calculated percentage of unproductive time for 14 of the users. The management agreed with this author that the highest unproductive time acceptable should have been 15%. Management also considered the maximum amount of targeted users who exceeded the 15% unproductive time should have been no more than two users. Twelve of the users from Table 2 failed to meet this criteria. This represented a discrepancy of 10 members of the target group and became the second discrepancy addressed by this practicum.

Table 2

Presurvey Unproductive Time

User	Time Per Day (Mins)	Lost Time Per Day (Mins)	% Unproductive
1	30	30	100
3	80	30	38
4	300	30	10
7	180	60	33
8	10	8	80
9	30	25	83
10	90	20	22
11	120	30	25
12	60	20	33
13	10	9	90
14	120	60	50
15	60	20	33
16	240	15	6
17	240	90	35

The author then analyzed the results of the individual system skills of the Needs Analysis Presurvey to ascertain the relationship between basic IS skills and the unproductive time. The author combined questions 4 through 9 for each of these 15 users. The result was 55% or 50 out of 90 with a "less than adequate" system skills rating.

Because of such a high number of the targeted users' "less than adequate" opinions about their system skills, the author then administered an IS Knowledge Pretest (Appendix C, p.47) to assess the current state of these 15 targeted users' basic IS knowledge. The 20 questions represented the most common IS skills needed by users. The management suggested the minimum mastery for this pretest should be 70%. However, 14 members of the targeted group listed in Table 3 did not achieve this. Management also considered an acceptable number of people who did not achieve minimum mastery to be two. The difference of 12 users confirmed the comments made by supervisors and the "less than adequate" opinions on training and system skills by the users. This difference became the third discrepancy addressed by this practicum.

Table 3

Knowledge Pretest Results

User	Score %
1	25
3	40
4	20
7	25
8	80
9	55
10	30
11	25
12	40
13	35
14	20
15	25
16	35
17	30
18	20

In summary, the IS technical support, the management team, IS targeted users, and the results of a presurvey and pretest indicated a need to address the large number of members of the target group who have low opinions and high unproductive time ratings for their use of the IS. The purpose of this practicum project was to design and implement a program to address these targeted users' needs as identified by the three discrepancy statements. The author expected the practicum implementation to positively affect the targeted users' opinions and help them learn the system. This, in turn, was expected to resolve or even prevent problems and enable the users to creatively apply the system to their unique job situations.

Outcome Objectives

The author used the following outcome objectives to evaluate the success of the author's practicum program:

1. After 10 weeks of using the author's program, at least 13 of the 15 members of the targeted group will rate the second question about training received as "adequate" or better on the Needs Assessment Postsurvey (same as the Needs Assessment Presurvey).

2. One week following the end of implementation, the author will ask the 14 of the targeted members of the group who had "unproductive time" to answer the tenth question ("unproductive time") on the Needs Assessment Postsurvey (same question as on the Needs Assessment Presurvey). The author expects to decrease the number of targeted users to two or less with unproductive time above 15%.
3. After the nine weeks of using the author's program, at least 13 of the 15 targeted members of the group will increase their scores on the IS Knowledge Posttest (same as the IS Knowledge Pretest) to at least a minimum mastery of 70%.

CHAPTER II

Research and Planned Solution Strategy

Barron and Ivers (1994) prepared training materials for a wide-area telecommunications network. The project was funded by the Florida Department of Education for the Florida Information Resource Network (FIRN). This project addressed the frustration and confusion that educators were experiencing with telecommunications technology. Barron and Ivers referred to this as "TeleConfusion" and cited several sources where the lack of training hindered the full use of the power of technology. The training materials were distributed free to new FIRN users at no charge.

Barron and Ivers' (1994) training materials consisted of a booklet for getting started, quick reference guides, brochures for each system, and a computer tutorial/simulation. Each addressed an instructional need for coping with the breadth and depth of the FIRN telecommunications system. Barron and Ivers reported that "results on the computer tutorial indicated significant gains for 67 students in a criterion-referenced pretest and posttest" (p.140). In addition, a survey for students' perceptions were very positive as were comments about the program.

Gratz (1993) conducted a study on the use of a computer program by students who had no previous "computer expertise". The computer program was the Statistical Package for the Social Sciences (SPSS) and was used in an introductory psychology course at a large college. One group of 27 students used the SPSS program in conjunction with a detailed manual of instructions. Another group of 28 students used traditional calculator techniques. Gratz then compared the attitudes and achievement of these two groups.

Gratz (1993,p.81) reported that t-test results "failed to indicate a significant difference in multiple choice scores for achievement ... and attitude scores" between the two groups. Gratz concluded that although the computer group had no better knowledge or attitudes, it also had no worse. Therefore, Gratz's study validated the ability of students to use a sophisticated computer program with no prior knowledge. The author noted that this was encouraging because even graduate students had trouble using this SPSS program for statistical analysis. The manual was "central" to the students' ability to use SPSS as well as the traditional hand-held calculator techniques.

McClurg and Kercher (1989) measured the keyboarding competency of 50 third and fourth grade students. Each of five groups of 10 students used a different instructional system for 6 weeks to learn keyboarding skills. The students took timed writings after the third and sixth weeks. One group used a textbook, and the others used computer drills, video presentations, and computer tutorial approaches. McClurg and Kercher also personally interviewed the students about their attitudes.

McClurg and Kercher (1989) measured the number of lessons completed and the gross words per minute. The textbook group completed the lowest percentage of total number of lessons available. However, they achieved the highest adjusted mean for gross words per minutes.

The attitude survey consisted of 6 questions ranging from likes and dislikes of the particular instructional program to general feelings toward keyboarding. The textbook approach ranked high for presentation style. McClurg and Kercher (1989,p.454) also reported that the textbook group scored high in "identifying keyboarding skills as a positive feature".

The author concluded the significance of these results demonstrated the effectiveness of a textbook or manual instructional delivery system approach. The textbook promoted achievement in both knowledge and measurable skills. In addition, it is the most cost effective.

Bruin and Guthrie (1991) discussed the relevance and design of learning guides for the acquisition of skills and knowledge in industry and education. They included the detailed design, construction, and examples of learning guides. Bruin and Guthrie concluded that learning guides "allow learners to perform industry-based tasks, gain certification, or be retrained" (p.1).

Learners developed these skills or competencies by undertaking a series of structured learning activities presented in a learning guide. The learner guides were designed with a modular approach. Assessment criteria were used for the demonstration of mastery of a skill.

Bruin and Guthrie (1991) presented learner guides as a roadmap of learning activities to achieve a certain competency. The guide used formative feedback through self-assessment and summative assessment for final mastery. Each student took from 1 to 4 hours to complete the guide.

Bruin and Guthrie (1991) emphasized the use of learning guides for competency-based training.

Competency training allowed a flexible, efficient approach versus traditional training. They also thought it very appropriate to meet the challenge of training multi-skilled, technological industry workers whose job skills changed rapidly. Bruin and Guthrie noted how a learner guide "significantly reduces learner anxiety and stress on learning new knowledge and skills" (p.13).

Craig (1993) recognized the problem and cost of computer-related anxiety and stress for users learning how to operate computers. Craig referred to this phenomenon as "technostress". Stress related illnesses could cost industry 75 billion dollars in lost time on the job and loss of productivity. In addition, Craig reported up to another 150 billion dollars could be lost from "indirect loss of trainee time" (p.310). Craig cited several recent studies addressing computer anxiety. Craig discussed one study on the idea that "training and user manuals may not eliminate, but only reduce computer anxiety to tolerable levels" (p.314). Craig discussed another study that "non-existent documentation was a prime factor ... that interfered with the production of a U.S. Air Force computer system" (p.321).

Craig (1993) discussed training sessions and cited a study that compared behavioral modeling training with tutorial training. Craig reported that "greater confidence in learning and less frustration" for the behavioral model where students watch a "demonstration and imitate the model" (p.318). Craig discussed another study on research about adults' learning styles. Adults prefer "single-concept courses, self-directed learning, and frequent practice" for learning new computer skills. Lastly, to reduce tension, humor was suggested whenever possible (p.320).

Craig (1993,p.315) stressed the importance of "written help for users ... to increase the user acceptance of a system". "Inadequate training can cause a loss of job satisfaction... and absenteeism". Management, computer systems designers, and instructional designers must work together to create meaningful training. Craig stressed that management support was crucial for good attitudes toward the use of computers.

In Kemp's book (1985), Instructional Design (ID) was presented as a systematic process to examine instructional problems and needs and set a procedure for solving them. The rest of the book discussed the 10 elements of an ID plan. One of these elements was the need to consider learner characteristics. Kemp presented generalizations for the field of adult education. "Clear goals and systematic structure" were important. As a group, they tend to be "self-directed and independent" (p.49).

Kemp (1985) discussed how adult learning objectives should be grouped into three major categories. The cognitive category of objectives addressed knowledge on different levels of Bloom's taxonomy. The psychomotor category of objectives dealt with the performance of physical tasks. The affective category of objectives was concerned about attitudes. Kemp pointed out that "attitudinal development may even precede successful learning in the other categories" (p.83).

Kemp (1985) listed 13 conditions for learning and three patterns of learning. Group, self-paced methods, and active participation were stressed as important paths to learning for most learner styles. Kemp talked about the advantages and disadvantages of self-paced learning. "There is much evidence ... that maximum learning takes place when they are actively involved performing specific tasks ... at their own pace" (p.111). Kemp discussed procedures for implementing a self-paced learning plan that included topics such as learner contracts, worksheets, booklets, guidesheets, modules, Computer-Based Instruction, Multimedia Packages, and Personalized System of Instruction (PSI).

In the article Computer Courses for Adults (Anxious Human Meets Computer), Allen (1984) discussed an approach for lessening adult anxiety. Allen gathered recommendations by personally interviewing adult learners about computer courses. After presenting adult learner characteristics and conditions for learning, Allen presented a handbook for instructors for preparation, delivery, and post-delivery phases of instructions. Allen compiled "guidelines" based on adult educational theory and the interviews.

The result was a list of suggestions per stage of instruction to minimize the anxiety of adult learners in computer courses. The author of this practicum noted the following suggestions from Allen (1984). "Control the amount of material. It's [sic] better for students to graduate confident with a moderate amount of knowledge" (p.73). "Plan practical assignments with clear learning outcomes" (p.75). "Provide step by step directions and let them work independently" (p.93). "Remind them that mistakes are a part of learning ... and reject ... that there is so much to learn and instead focus on how far they have come" (p.96).

Ference and Vockell (1994) presented guidelines for developing effective instruction for adults learning how to use software. They related Gagne's nine events of instruction with specific adult learning characteristics applicable for software instruction. The events covered learning concepts such as motivation, stimulus, guidance, performance, feedback, and retention. The adult learner characteristics associated with the learning events included active versus passive learning, self-reliance, hands-on experience, real-world task situations, and career satisfaction.

Ference and Vockell (1994) noted that the events of instruction could be "stimulated by a textbook, computer software, or by the learner's peers" (p.25). They presented a teaching strategy concept using the least amount of instruction needed to immediately get learners involved in real-world problems. They referred to this as a minimalistic strategy.

In a handbook presented at the National Educational Computing Conference, Mruk (1984) offered findings for the acquisition of computer skills for adults versus regular college students. Mruk reported educational research studies on the "reduction of computer anxiety by nearly 70% for adults when an introductory course is taken" (p.75). Another finding was the relationship between computer skills and self-esteem. "After an introductory course, 69% of adult learners reported an increase in self-esteem (p.80). Adults also spent significantly more time (50%) in the computer lab versus regular students (20%). "These findings reflect the more practical orientation of adult learners" (p.78).

Pieper (1987) emphasized the use of humor in computer training manuals because it made the instruction process "user-friendly". Pieper was a technical writing teacher at a midwestern college and promoted the idea of using humor for user manuals and computer documentation. Pieper cited several examples of humor from introductory computer books and manuals for the UNIX operating system. Pieper taught that the "aim of the manual was to create a novice user-manual friendship instead of an enemy to be battled with" (p.174).

Planned Solution Strategies

The author of this practicum's review of research findings indicated that a properly designed instructional system enabled the user to acquire skills and promote positive attitudes. In particular, Barron and Ivers (1994) reported the use of a guide that increased the knowledge and positive attitudes of computer system users. Gratz (1992) discussed the successful implementation of a detailed manual for inexperienced computer users to utilize a complex computer program. Bruin and Guthrie (1991) presented the relevance of learning guides for acquisition of industry skills. Craig (1993) stressed the importance of documentation and training for the learning of a computer system. Craig also noted the importance of management participation in training.

This practicum author designed and implemented a training program for members of the target group in the author's work place to use the IS for job related responsibilities. The author wrote an introductory instructional manual that incorporated the adult learner characteristics presented in the author's practicum research. In particular, Kemp (1985) discussed that adults learn well with a self-paced, hands-on active learning approach. Pieper (1987) emphasized the use of humor to promote user-friendliness of technical manuals. Ference and Vockell (1994) promoted a minimalistic instructional design for immediate use to solve job-related problems. Mruk (1984) noted the increase use of hands-on lab time that adult learners preferred. Bruin and Guthrie (1991) described the modular aspect, formative and summative assessments, and specific learning outcomes of a good learning guide.

CHAPTER III

Method

To address the discrepancy statements with respect to the low opinion, low productivity, and lack of knowledge of the members of a target group of the Information System (IS), the author developed an implementation plan to enhance the targeted users' knowledge of the skills needed to access and use the IS with ease. The plan was to allow the targeted users to participate in the development of an introductory IS training manual. The practicum author planned to write the manual. After a 12 week implementation period, the author planned for the author's supervisors to evaluate the manual's effect on the members of the target group.

The solution strategy presented modular, instructional lessons. These lessons consisted of learning objectives, subject content, skill exercises, and multiple choice mastery tests. The author presented in non-technical terms all the knowledge, concepts, and skills needed to create confidence in using the IS for a typical user with little computer literacy.

During the first week, the practicum author wrote the instructional manual. The author initiated the implementation of the training program through the required chain of command protocol. The chain of command procedure was the official means of distributing announcements to management. It assured that everyone in management was contacted and made aware of the time commitments for the 20 members of the target group. The author met individually with the four members of the review group who were experienced and knowledgeable of the IS and the required job skills. The author discussed the overview of the program and the manual format, proposed the general learning objectives, and brainstormed the skills' outcomes. The author then used the remainder of the first and second week to write the manual. The author's log (Appendix D, p.51) noted that the initial response of management and the review group during this period was very positive, hopeful, and supportive.

During the third week, the review group evaluated the author's first draft of the manual. The author gave the written lessons to each member of the review group to analyze. The author met individually with each member at least twice a week during the third week to discuss unclear and confusing parts. The review group members considered the manual's presentation style to ascertain the compatibility with the low computer literacy level of the expected targeted users. The review group suggested rewrites for the section on network printing problems to make it clearer. The group also requested more analogies especially for the concepts of operating systems, file storage, and network operations.

During the fourth week, the author met individually with each of the 20 members of the targeted group to begin the program implementation. The author identified these targeted users as having learning needs based on the administered Needs Analysis Presurvey. The author distributed the revised manual and discussed the program's goals, plans, and requirements.

The author explained how the targeted users would require a dedicated one hour block twice a week per lesson for eight weeks and that the supervisors agreed to support this time allotment. The members of the target group were apprehensive that the supervisors would not actively make time for their participation because work loads were so high. The author stressed the importance of the targeted users providing weekly feedback to the author if this should happen as well as formative evaluations of their reaction to the lesson.

During the next 8 weeks (weeks 5 through 12), the practicum author met with each targeted member at least once per week for a 1-hour period to answer questions and check progress. Each member had to cover one lesson each week. During week 6, only four of the 20 targeted users had completed lesson two. The practicum author wrote a letter to the mentor who then presented it to management. The letter emphasized the need for the members of the target group to stay on track. Management reconfirmed its commitment and contacted the supervisors to help plan the time allotment per week. The targeted users stayed on track for the remainder of the project.

During week 7, the author was unable to contact six members of the target group who always seemed to be out of the office for emergencies. The supervisor of this group thought it would be best to offer presentations once or twice each week during lunch to maximize contact with these targeted users. The mentor agreed that this would possibly be a better strategy because it would give these members of the target group more personal attention. The author began to offer training sessions at lunch and then stayed through the afternoon for those members of the target group who had questions on skill exercises.

The author asked the following two questions during the weekly meetings with all members of the target group. The first question was if the lesson's content adequately addressed the proposed learning objectives. The second question was if the presentation style adequately addressed the targeted user's learning level. During weeks 5 through 12, all targeted users expressed satisfaction with the manual in regard to these two questions.

Each week the author reviewed the multiple choice test responses at the end of each lesson for each member of the target group. If became obvious that targeted users were having difficulty with the same objectives. In particular, the author used weeks 8 and 10 to rewrite some sections in lessons four and six. Lesson four included increased exercises for controlling Novell network printing. The author added to the sixth lesson more explanations on the use of the AS/400's printer status operations. The author discussed the changes with the review group, and all members of the group agreed the changes would enhance the effectiveness of the manual for these lessons.

Throughout weeks 5 to 12, the author logged many positive observations. The practicum observer and mentor commented on the targeted members' and management's high morale and appreciation of the program. The IS technical support specialist commented on how the targeted users were applying the skills and using the right terminology when reporting problems. The technical specialist also noted how the inquiry calls decreased dramatically. The author received many requests for the manual from management for users other than those in the target group even though the manual was not in its final draft.

During week 12, all members of the target group worked to complete all lessons in the training manual. The author made all suggested changes to the training manual and administered a posttest on the members of the target's group knowledge of the IS (same as the IS Knowledge Pretest).

During week 13, the targeted users practiced their newly learned skills. The author administered a Postsurvey on users' opinions (same as IS Needs Analysis Presurvey). During week 14, the author evaluated the targeted group members' knowledge results, opinion ratings, and unproductive time on the IS.

Chapter IV

Results

The first objective of this practicum addressed the IS user's opinion rating of "training received". One week after the 9 weeks of the target group members' involvement in the author's training program, the author administered a Needs Analysis Postsurvey, which was the same as the Needs Analysis Presurvey. This week delay allowed the targeted users to apply and practice the skills and knowledge acquired during the program's implementation.

The author tabulated the Likert responses for "training received" (question 2 of the Needs Analysis Postsurvey) of the 15 targeted users who responded with a "less than adequate" rating on the Needs Analysis Presurvey. The goal of objective one was that two or less members of the target group would respond with less than an "adequate" response. The author presents these results in Table 4. These results indicated that none of the targeted users responded with less than "adequate". Therefore, the author's program had achieved the criterium for successfully accomplishing the first objective.

Table 4

Needs Analysis Postsurvey
Likert Scales Ratings

User	Question 2 Training
1	3
3	4
4	4
7	5
8	4
9	3
10	4
11	3
12	3
13	3
14	3
15	4
16	5
17	3
18	4

The second objective addressed the evaluation of the target group members' "unproductive time" when using the system. The author tallied the answers to question 10 on the Needs Analysis Postsurvey (same question as on the Needs Analysis Presurvey). The author calculated the percentage and presented those calculations in Table 5.

The goal of objective two was for two or less of the members of the target group for this objective to log unproductive time of 15% or more. The resulting data indicated three users responded with 15% or more unproductive time (see Table 5). Therefore, the author's program came close but did not quite achieve the criterium for successfully accomplishing objective two. However, the author noted that all three users exceeded the 15% objective by only one or two percentage points.

Table 5

Postsurvey Unproductive Time

User	Time Per Day (Mins)	Lost Time Per Day (Mins)	% Unproductive
1	60	10	16
3	90	10	11
4	300	30	10
7	180	15	12
8	60	10	16
9	90	10	11
10	120	15	13
11	120	20	17
12	90	10	11
13	60	5	8
14	120	15	13
15	90	10	11
16	240	15	6
17	240	30	13

The third objective addressed the minimum level of mastery for knowledge of the system. After 9 weeks of the targeted users' involvement in the author's program, the author administered a 20 question multiple choice Information Systems Posttest (same as the Information Systems Pretest) to the 15 targeted users. The author graded the posttest and assigned a percentage score to each one. The author presents these results in Table 6.

The third objective's criterium was only two or less members of the target group would score 70% or less. Table 6 shows two targeted users scored less than 70% mastery; therefore, the author's program had achieved the criterium for successfully accomplishing objective three. The author noted that the two targeted users who did not achieve minimum mastery were both supervisors who had minimum exposure to and responsibilities with the IS.

Table 6

Knowledge Posttest Results

User	Score %
1	75
3	80
4	85
7	80
8	75
9	80
10	65
11	80
12	85
13	80
14	65
15	80
16	90
17	70
18	85

Because the first and third objectives were met, and the second was very close to being met, the author concluded that the practicum program was successful. The author further noted that subjective observations by the mentor, observer, management, and the members of the target group's attitudes and comments as a result of the program were very positive. Finally, the author's supervisors evaluated the training program as effective for increasing the usage of the IS for job-related tasks.

Chapter V

Recommendations

The author proposed that management continue using the manual the author wrote for this practicum to train users on the IS with the following enhancements. The author would make the manual available on-line on the network so any workstation could use it. This will necessitate the manual's files be copied to network drives, the application menu be changed, and user profiles be updated for authority to the files. The author plans to design the manual as a database engine such as Clarion with search and help prompts for quick reference of particular sections or topics.

The author proposed that upper management expand the use of the program to all 250 users. The supervisors could be responsible for minimum mastery achievement of their groups and would function as the practicum author did. The supervisors could then place in the user's personnel files a notation that the user completed the training program and was certified to use the IS.

Additionally, the author proposed that a similar program for Network Application Software be designed and implemented. This would include the common tasks needed for IS users to perform their job duties with these applications. The strategies for additional programs would follow those used by the author in the development of the manual for this practicum.

After the manual is used by all Sheriff's Office employees, the author will make the program and manual available to other county agencies that used similar IS components. The author will send the Information Systems County Manager of Networks and the County Administration Manager an overview and results of the practicum. The author would also suggest those portions of the manual applicable for their training needs.

The author's supervisors and the author agreed this practicum demonstrated that an instructionally designed training program positively affected the members of the target group's knowledge, productivity, and positive opinions of the information system. Therefore, management agreed to support the author's recommendations for the training program. The use of this program will, thus, become a core component of the long-term mission to maximize the productive use of the IS by users.

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Appendices

Appendix A

Needs Analysis Presurvey

Appendix A

Needs Analysis Presurvey

This is a **Needs Analysis Survey** requesting your input. It is an effort to gain information about the current and future needs to ensure the productive use of the ACSO computer networks information system.

Use the scale below to choose a number that best reflects your rating of YOUR current ACSO system skills and knowledge.

Poor Less Than Adequate Adequate More Than Adequate Good
1............2....................3................. 4..................5

INFORMATION SYSTEM EVALUATION RATINGS

1. "User-friendliness" or the ease of using the system. ____________
2. Training you received to use the system for your job responsibilities. ____________
3. Confidence in applying the system skills needed for your job responsibilities. ____________

SYSTEM SKILLS RATINGS

4. Signing on and logging off the system. ____________
5. Entering assureds and passwords. ____________
6. Using system devices (drives, printers, etc). ____________
7. Determining problems/troubleshooting. ____________
8. Navigating the system to get to right application. ____________
9. Exiting applications gracefully. ____________

SYSTEM PRODUCTIVITY RATING

10. Estimate how much time per day you now are on the system ____________ minutes.
11. Estimate how much of that time is unproductive due to lack of basic skills. ____________ minutes.

NAME : ____________________

Appendix B

Needs Analysis Presurvey
Raw Data Table

Appendix B

Needs Analysis
Raw Data Table

NEEDS ANALYSIS PRESURVEY RAW DATA												
SURVEY ITEMS												
	1	2	3	4	5	6	7	8	9	10	11	12
USER												
1	1	1	1	1	1	2	1	1	2	30	30	
2	4	3	4	5	5	3	2	5	5	480	0	
3	1	2	1	2	2	2	1	1	2	80	30	
4	2	1	3	3	3	3	2	2	3	300	30	
5	4	4	4	5	5	3	3	3	5	240	0	
6	3	4	3	4	4	3	2	3	3	180	0	
7	2	1	3	4	4	3	1	2	4	180	60	
8	2	2	2	1	1	2	2	3	4	10	8	
9	3	2	1	2	2	3	2	2	2	30	25	
10	2	2	1	2	1	1	1	2	2	90	20	
11	1	2	2	2	2	2	2	3	2	120	30	
12	3	2	3	3	2	2	2	2	2	60	20	
13	1	1	2	3	3	3	3	2	3	10	9	
14	2	2	3	3	3	2	1	1	1	120	60	
15	3	2	2	3	3	3	3	3	3	60	20	
16	3	1	4	4	4	3	3	4	4	240	15	
17	3	2	4	4	4	3	2	4	3	240	90	
18	1	2	3	3	3	3	2	2	3	420	0	
19	4	4	4	5	4	3	2	4	4	240	0	
20	3	4	3	3	2	2	3	3	3	420	30	

Appendix C

IS Knowledge Pretest

Appendix C

IS Knowledge Pretest

This assessment is being used to measure a target group of ACSO users' current knowledge of the Information System (IS). Your individual results will not be reported, only as that of a group. Please do not guess on the following questions. If you do not know the answer, choose "don't know".

1) All of the following are part of the ACSO network except for which one ?

   a) local personal computers b) file servers
   c) printers d) AS/400 e) don't know

2) Which of the following best describes DOS?

   a) local operating system b) network operating system
   c) AS/400 operating system d) a dreaded operating system
   e) don't know

3) Which of the following is a DOS drive?
   a) \ b) > c) c: d) f: e) don't know

4) Network drives are located on:

   a) local PC's b) file servers c) AS/400's
   d) DOS drives e) don't know

5) All but which of the following could be a ACSO network drive?
   a) c: b) f: c) g: d) x: e) don't know

6) Which of the drives in question 5 is a network Logan drive?

7) Which is most like a possible ACSO network user-id?
   a) 789 b) AS789 c) ASO789 d) ASREC789 e) don't know

8) If the network rejects your sign-on, what command should be entered at the network Logan drive?

   a) sign-on b) user-id c) password d) Logan e) don't know

9) All of the following are true of network printscreens except which?

   a) produces cursor movement b) printer is determined by user group
   c) stored in a print queue d) changed by selection of network printer
   e) don't know

10) All of the following are true of network reports except which?

a) can be local or network data b) printer is determined by user group
c) stored in a print queue d) changed by selection of network printer
e) don't know

11) Print queues are located in:

a) local PC's b) file servers c) print buffers
d) AS/400's e) don't know

12) To print a WORDPROCESSING report to a remote network printer, the attached PC to that printer must be:

a) powered on b) powered on and signed on to the network
c) powered on and signed on to the network and in a word processor program
d) don't know

13) If the network printer is powered on before the attached PC:

a) it will sign on the network faster
b) saves memory
c) clears the print buffer
d) it may not connect as a network printer
e) don't know

14) The ACSO network connects to which AS/400?

a) ACSO b) ACACIA c) ACIS400B d) don't know

15) Which procedure is used to sign on to the AS/400?

a) user-id, enter, password, enter
b) user-id, tab, password, tab
c) user-id, tab, password, enter
d) user-id, F5, password, enter
e) don't know

16) Which is most like the AS/400 user-id?

a) 789 b) aso789 c) ASO789 d) ASREC789 e) don't know

17) To stop accessing the AS/400 connection:

a) enter the command "signoff"   b) use the CHIEFS option "24"
c) hot-key to AS/400 Main Menu   d) use the ACSO Main Menu
e) don't know

18) The AS/400 OUTQ for a network printer is determined by the:

a) session 1 system name   b) printer session name
c) printscreen default queue of user group
d) don't know

19) The printer that receives a printscreen from the AS/400 or Nixdorf is determined by:

a) the printer name in the users printer session
b) the printer name for the users network group
c) the session system name
d) the printer entered by the user
e) the don't know

20) The printer that receives an AS/400 report is determined by:

a) the printer in the users printer session
b) the printer for the users network group
c) the session system name
d) the printer entered by the user
e) don't know

Appendix D

Implementation Log

Appendix D

Implementation Log

WEEK	OBSERVATIONS
1. 7/30/95	- Sent letter through chain of command announcing start of program and expectations of management. - Met individually with 4 users of review group - Discussed overview, scope, and goals of program - Brainstormed manual format, broad objectives, and first 4 lessons content. - Requested specific learning objectives and skill outcomes for first 4 lessons. - Initial response from management very good. - Began writing first 4 lessons.
2. 8/7/95	- Distributed first draft of first 4 lessons to each member of review group. - Requested next 4 lessons specific learning objectives and outcomes. - Suggestions to add analogies and printscreens of menues from feedback of first 4 lessons. - Began writing next 4 lessons. - Initial interest from review group very high.
3. 8/14/95	- Distributed next 4 lessons to review group. - Suggestions to rewrite sections of network printing problems. - Began revisions to last 4 lessons.

4. 8/21/95 - Began implementation with target users.

- Met individually with users to distribute manual and discuss program goals, plan, and requirements.

- Confirmed all users had workstation access and security to programs used for manaul.

- All users had high initial interest though some were apprehensive about fitting the time required into their job responsibilities as well as being evaluated for their "performance" on the knowledge tests. I assured them on the anonyminity of their results and conveyed a "group" versus individual observation.

---

5. 8/28/95 - Went through lesson 1 individually for familiarization of lessons.

- All users responded positively to objectives and presentation style.

- Some users had already worked ahead to lessons 2 and 3.

---

6. 9/4/95 - Checked users progress on lesson 2. Only 4 users had done lesson 2. All had said they had no time due to various reasons. I wrote a letter to the mentor who discussed with management the need to stay on track. Management reconfirmed committment and supervisors were to individually contact trainees and give them the dedicated 1-2 hours per week per lesson.

- All other users responded favorably to objectives and presentation style.

- Contacted advisor on progress of project.

- Received comments for changes to report from advisor.

---

7. 9/12/95 - Checked users progress on lesson 3.

- All users expressed "delight" in the organization, presentation, and humor of the manual. All felt the level was adequate and the objectives were being met.

- Unable to contact 6 Detectives participating because of emergency calls, etc. The Captain of Detective (Sam) requested weekly presentations of each lesson to maximize learning for newer, unexperiened detectives and to plan for contact for questions.

  Mentor ageed these Detectives needed more peresonal attention than the other members of the program (records, clerks, and technicians) because they were so new to the system. Decided to offer weekly training sessions where I would present each lesson for the group over a 1 and 1/2 hour time period. We then would spend the next 2 hours doing the exercises in their offices as I would go from office to office to answer questions.

- IS Technical Support and practicum observer noted how inquiry calls had significantly been reduced over the last 2 weeks.

- Advisor requested copy of manual. Sent via snail mail.

---

8. 9/18/95 - Checked users progress on lesson 4.

- Had to spend extra time with most users on network printing. They felt the presentation level and objectives were clear but that they needed explanations on the concept of how printing is controlled over the network. Especially difficult was the section on understanding printer problems. Everyone understood what they didn't do that may be causing them to not print. This was the hardest lesson so far.

- Suggestion made to hold classes in a central training site with overhead for demonstrations.

- Many positve comments from management on affect on trainees to practicum observer and author.

- Many requests from non participating users to get copy on manual. They did not want to wait for final draft.

- Received from advisor comments for revision of manual.

---

9. 9/25/95 - Checked users progress on lesson 5.

- Users felt level of presentation was adequate and that the objectives were satisfactorily met.

- Some users wanted more on getting to other AS/400's. Suggested to include with more "technical" manual when address network applications.

- IS Technical Support and practicum observer comments on trainees speaking "same language" when discussing network.

10. 10/2/95 - Checked users progress on lesson 6.

- Most everyone had difficulty with this lesson. However, all users understood objectives after completing the exercises. This was expected for this lessin. Some paragraphs will be revised to clarify some of the confusing parts and reexplained in a different way in additional paragraphs.

- Though most users struggled with this lesson, all expressed satisfaction after accomplishing the lesson. They all knew this was the most challenging and that the other lessons led up to this one.

- Updated advisor on progress of program.

- IS Technical Support and practicum observer noted how inquiry calls continue to significantly decrease.

11. 10/9/95 - Checked users progress on lesson 7.

- All users felt level of presentation was adequate and objectives were met.

- Received feedback from advisor on preparation of report.

- Some users felt this lesson could be presented as an optional lesson in that not everyone needs to access the Unix system. The review group decided to keep it to to create an awareness of this important part of the IS.

12. 10/16/95- Checked users, progress on lesson 8.
This lesson was more of a discussion with no exersices and became more of a overall question and review for the posstest at the end of week.

- Administered posttest knowledge test.
- Users formally and informally requested more training on network applications. They were very appreciative of the program.
- Finished revisions to manual.

13. 10/23/95- Targeted users practiced skills of previous 9 weeks.

- Admininstered postsurvey at end of week.
- Comments included : great reference material; good introduction to new users and refresher to experienced users;

14. 10/30/95- Compiled results.

Attachments

INFORMATION SYSTEMS
TRAINING MANUAL

by

John L. Stivers

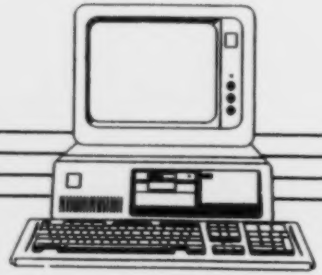
A Practicum Attachment submitted to the Faculty
of the Center for the Advancement of Education of
Nova University in Partial Fulfillment of the
requirements for the degree of
Master of Science.

November 1995

ACSO Information System

Training Manual

July, 1995



LESSONS AND EXERCISES

1. ACSO IS Introduction

2. Personal Computers

    Exercise 2 : Local DOS Drives

        Task 2.1 : DOS Command Line
        Task 2.2 : Changing Drives
        Task 2.3 : Changing Directories
        Task 2.4 : Creating a User Directory

3. ACSO Network File Servers and Drives

    Exercise 3 : Signing on the Network and Changing Passwords

        Task 3.1 : Logging on the ACSO Network
        Task 3.2 : The Command Line Login
        Task 3.3 : Identifying the ACSO Main Menu
        Task 3.4 : Changing the Network Password
        Task 3.5 : Accessing the Mail Network Application
        Task 3.6 : Exiting the Network

4. ACSO Network Printing

    Exercise 4 : Printscreen Default ad Report Printing

        Task 4.1 : Printscreens
        Task 4.2 : Selecting Network Print Queues
        Task 4.3 : Remote Printer Control

5. ACSO System Connections

    Exercise 5 : AS/400 Navigation

        Task 5.1 : ACSO Network to AS/400 System Connection
        Task 5.2 : Changing Sessions
        Task 5.3 : Signing On the ACIS400B
        Task 5.4 : Chiefs Sign-on
        Task 5.5 : Exiting Chiefs and the AS/400
        Task 5.6 : Changing AS/400 Passwords
        Task 5.7 : Stopping the As/400 System Connection

6. AS/400 Printing
    - Exercise 6 : AS/400 OUTQ's and Print Status
        - Task 6.1 : Determining Printer Session Name
        - Task 6.2 : Working with Printer Output
        - Task 6.3 : Working wiht Spooled Files
        - Task 6.4 : Example of Working with Message Waiting Status
        - Task 6.5 : Changing Printer ID's (RDY Status)
        - Task 6.6 : Recognizing Open Status Problems
        - Task 6.7 : Deleting Print Joblogs
        - Task 6.8 : Exiting the Operational Assistant

7. Nixdorf System
    - Exercise 7 : Warrants Application
        - Task 7.1 : The Direct Nixdorf Connection
        - Task 7.2 : The Indirect Nixdorf Connection
        - Task 7.3 : Warrants Main Menu
        - Task 7.4 : Warrants Inquiry Options
        - Task 7.5 : Exiting Nixdorf

8. FAQ's (Frequently Asked Questions)

LESSON 1: INTRODUCTION

LEARNING GOAL : To present an overivew of the ACSO Information System (IS) manual and understand the components of the IS.

The purpose of this training tutorial is to introduce the basic ACSO Information System (IS) skills necessary to perform required job duties. The learning approach taken is a "need to know" hands-on. It is a self-instructional guide or workbook for system skills rather than a technical manual of "nice to know" details.

Much liberty was taken to present this in a very general, over-simplified view for an introductory user with little computer literacy. Some users will already have mastered most of this material by familiarity (and the school of hard knocks). However, all users (old and new) should use the concepts and terminology as presented here to communicate in the same "language" and learn more about the IS. This is a necessary job skill that will only take on more importance. It is not enough for workers to work hard in today's information age. Workers must work smart. Hopefully, this training manual will be used as a tool for ACSO IS users who want to learn and work smarter (with less frustration).

Essential terms to know [K], concepts [C] to understand, and skills [S] to perform are highlighted throughout each lesson. They are the "need to know" - not, "nice to know" learning objectives to function properly on the network. A multiple choice mastery test will address these learning objectives.

These learning objectives take time and effort - there are no shortcuts. To master these skills, it is recommended that the user do one lesson at a time and thoroughly understand and perform each lesson before proceding. Each lesson will take about 30 minutes to study and 30 minutes to do. It is expected that supervisors will allow users the time to cover at least one lesson per week. Therefore, it should take a user 8 weeks to comfortably complete this Training Manual.

Figure 1.1
Spend enough time and understand each lesson before doing the next.

WHAT IS AN INFORMATION SYSTEM ?

Systems are connections of subsystems, components, or "parts" that function as a whole. The ACSO Information System (IS) can be viewed as consisting of the following **COMPONENTS (K):**

1) ACSO Networks
2) AS/400 Systems
3) Nixdorf System
4) FCIC System
5) System Connections

Notice that some of the components above are systems and networks unto themselves. These are systems of unique databases (storage of data). By connecting to these separate systems, we can SHARE the individual resources (data and equipment) to create other more powerful systems. That combination of connected systems is the **ACSO Information System and is referred to as the "IS"** (see figure 1.2). Each of the IS components will be discussed in separate lessons.

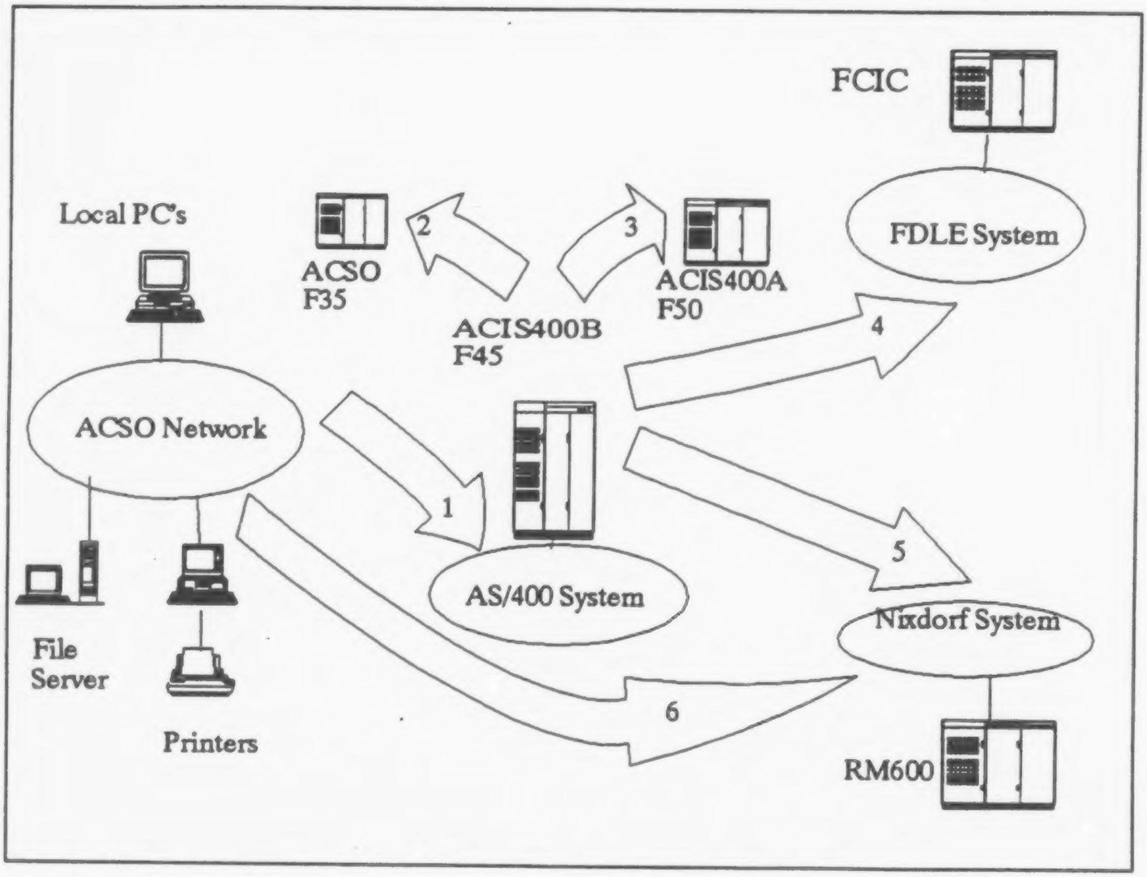

FCIC
Local PC's
ACSO
F35
2
3
ACIS400A
F50
FDLE System
ACIS400B
F45
4
ACSO Network
1
5
AS/400 System
Nixdorf System
File
Server
Printers
6
RM600

Figure 1.2 The ACSO IS
(Arrows represent system connections)

WHAT CONTROLS THE ACSO IS ?

Each individual IS component is controlled by a separate **operating system.** Operating systems are like IS "traffic cops" that are everywhere, all of the time. The operating systems make sure data doesn't go down one way streets, roll through stops, or enter with improper sign-ons. It is very strict, unforgiving, and "territorial."

When a user wants to enter a different territory (system) he or she must **SIGN-ON or LOG-IN (K)** to the operating system. The user enters his or hers **USER-ID and PASSWORD (K)**. User-ids are a unique identification name assigned to each user. They are never changed. **They are "locked" by a password that no one should know. Passwords should not be obvious like your name and should be changed periodically (C).**

Not only must the user sign-on each system, but there are different rules and commands in each system. Users request some action from the operating system through **COMMAND KEYS (K)**. These are special keys (F1, F2, RESET, ENTER, ESCAPE, etc) or a combination of keys that perform system functions.

As users sign-on and navigate (move) between the systems, the operating system presents **PROMPTS AND MENUS (K)**. These serve as user guides, "sign-posts", and a means of communication with the user. There is always something that tells the user where they are at in the system. This is what makes a system **"USER-FRIENDLY"**. Users respond to these menus and prompts to request action from the system. In fact, the sign-on is a type of system prompt.

Each IS component discussed below will present the appropriate sign-ons, menus, prompts, and command keys. In its mission to serve and protect, the operating system allows user interaction through command keys, prompts, and menus.

Figure 1.3

Operating System as Officer Friendly

LEARNING OBJECTIVES REVIEW

Make sure you are familiar with the following topics before testing your understanding of Lesson 1 with the questions below.

ACSO Information System (IS)
Operating Systems
Six components of ACSO IS
Sign-on and log-ins
User-ids and Passwords
Prompts and Menues
Command Keys

EXERCISE 1 : ACSO IS INTRODUCTION

1) Operating systems can be thought of as :

   a) Traffic cops of the system
   b) Electric power companies
   c) IRS

2) All of the following are ACSO IS components except which one?

   a) Nixdorf
   b) ACSO Network
   c) AS/400
   d) Krystal Kreme

3) User-ids have which two of the following characteristics ?

   a) Must change periodically
   b) Different users may share the same
   c) They are unique
   d) Users can not change them

4.) Passwords have which two of the following characteristics ?

   a) Must change periodically
   b) Different users may share the same
   c) They are unique
   d) Users can not change them

5.) Users are allowed to communicate with the ASCO IS with all but which one of the following?

   a) Prompts
   b) Command Keys
   c) Menus
   d) Threats

6.) The highlighted C, K, S used throughout this manual represents:

   a) need to know information
   b) nice to know information
   c) Cross Creek Sheriff

LESSON 2: PERSONAL COMPUTERS

LEARNING GOAL : To introduce how PC's organize information in a local DOS environment and how a user can get to it.

The ACSO network is the entry part of the ACSO IS system (see Figure 1.2). It consists of the following **COMPONENTS (K)** :

1.) Personal Computers
2.) File Servers
3.) Printers

Note that the AS/400 and Nixdorf is not part of the ACSO network. This lesson will cover Personal Computers (PC's) and later lessons will cover the other components. What ACSO users need to know about a PC is how it handles information. An upcoming technical manual will include more on PC components and basics.

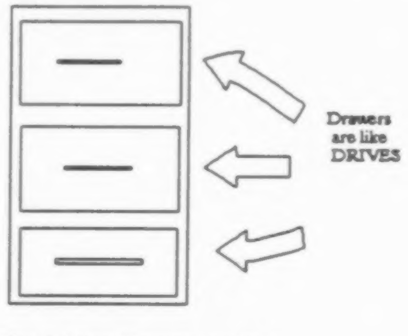
LOCAL PERSONAL COMPUTERS

The local PC (personal computer) organizes information (data) in **FILES (K)**. Groups of files are combined into databases which are used by IS application programs. Files are physically organized as groups in subdirectories or **DIRECTORIES (K)**. Directories are grouped in **DRIVES (K)**. This hierarchial organization controls the access of information. Hierarchial refers to a well-defined order, like the ACSO chain of command.

A classic comparison to understand the data organization in a PC is the paper file cabinet.

Figure 2.1

File Cabinet for Data Storage

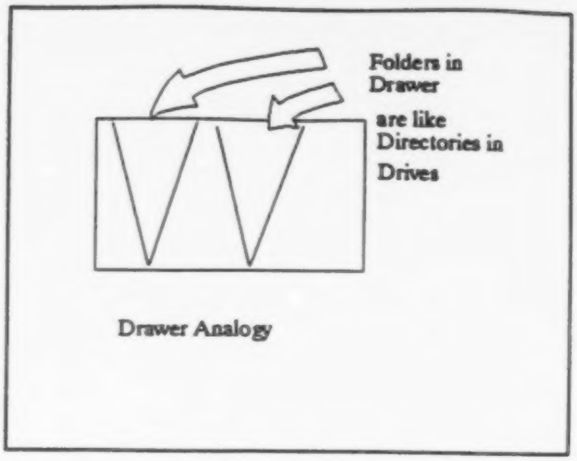


File Cabinet Storage Analogy

Paper storage in file cabinet -------> Electronic data in PC
Drawers in cabinet ---------------> Drives in PC
Folders in drawers --------------> Directories in Drives
Sheets of info in folders -----> Files of data in directories

Figure 2.2

File Cabinet Drawer



To get a file out of the file cabinet, the proper drawer must be opened and the folder located. Similarly, in a PC the drive must be "opened" and the directory must be located.

To get to certain files, a **PATH (K)** must be given. Note the following example of a path :

C:\apps\wp\john.txt

C: ----> **Drives** are always followed by a colon.

\ ----> This first BACK-slash represents the **ROOT directory**.

apps --> This is one directory in the Root directory.

\ ----> All successive BACK-slashes are to separate directories.

wp ----> This is a directory in the apps directory.

john.txt ---> This is one of many possible files.

Files have two parts. The first is the name. It is followed by a "dot" and then a three letter extension. Note there are no spaces in the path above AND it uses a **BACKWARD SLASH**, not a forward one. The operating system is very strict !!!

The path simply gives the operating system directions on how to get to the place where the file is located. The path includes the drive and directories. It is an important SKILL for users to be able to travel between drives and directories.

The last important point to understand about paths is that users must follow the hierarchial structure to locate them. This hierarchial structure can be viewed as a **DIRECTORY TREE [K]** (Figure 2.3).

Each drive has its own ROOT directory where everything begins [C]. Also, the tree appears upside down versus a regular tree (see Figure 2.4). The root is on top and the files (leaves) are on the bottom.

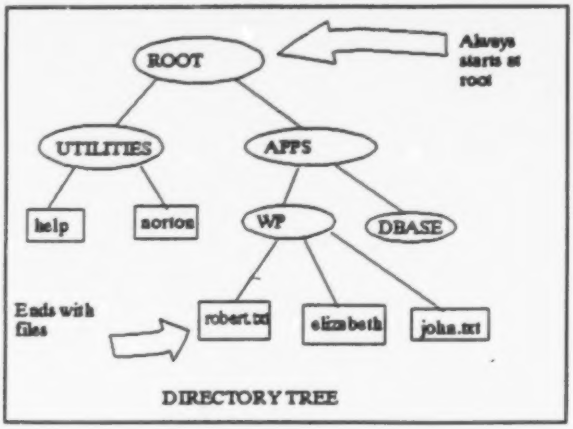

ROOT
Always starts at root
UTILITIES
APPS
help
norton
WP
DBASE
Ends with files
robert.txt
elizabeth
john.txt
DIRECTORY TREE

Figure 2.3
Directory Tree

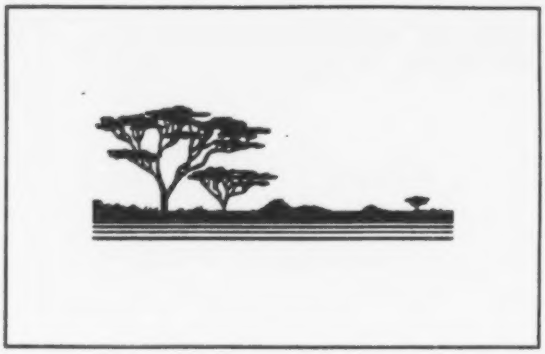


Figure 2.4
Regular Tree

Relate the tree diagram (Figure 2.3) to the path statement above and trace the path. Users can travel up or down the directory tree; however, they must state each directory in the path from the root in the path statement.

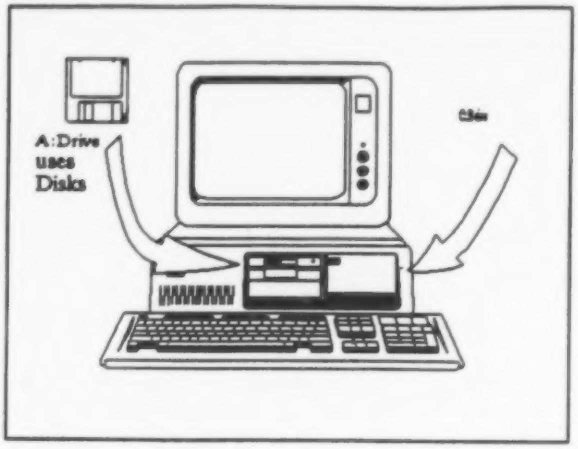
When the computer is first turned on users are offered the opportunity to become part of the ACSO network. But first, let's examine what happens when a user does not sign-on the network and instead stays in the "non-network" or local operating system, called the **DOS [K]** (Disk Operating System) environment.

DOS is a local operating system that controls the PC for operations like data storage and user interaction [C]. It is used for all of the ACSO PC's to handle the local PC system jobs.

EXERCISE 2 : LOCAL DOS DRIVES

On ACSO PC's, DOS has at least two drives. One is the **A: DRIVE (K)** which is used for removable disks. The other drive is the **C: DRIVE (K)** with the permanent disk. These are hardware components of the PC under DOS control.

Figure 2.5
DOS Drives



TASK 2.1 : DOS COMMAND LINE

1. Turn on an ACSO PC.

2. The PC proceeds through a "boot up" process where it loads its DOS operating system and initializes itself. It then ends up at the **ACSO NETWORK LOGIN PROMPT (K)** :

```
Enter your login name:
```

3. At this point you will "bypass" the network prompt to login and instead press the <ENTER> key. The system responds with:

```
Enter your password:
```

Then, press <Enter> again and the system responds with a **COMMAND LINE PROMPT [K]** of :

```
F:\LOGIN>
```

4. You are now at a **COMMAND LINE [K]**. DOS uses this as a prompt for user input in the form of a command. We are interested in the commands to change drives and directories to get to files.

TASK 2.2 : CHANGING DRIVES (S)

1. Remember, DOS has at least two drives (A: and C:). To go to DOS, you must change to one of these DOS drives. Type "C:" and press<ENTER>. This is a DOS commmand to change to the C: drive.

2. Note the system responds with the following system prompt to ndicate you are now in the C: DOS drive.

```
"C:\>"
```

TASK 2.3 : CHANGING DIRECTORIES [8]

1. Now that you are in the drive you need to be in, you can travel in that directory tree to other directories to access other files. Remember that you must follow the "path" to move (navigate) through the directory tree.

2. To start at the root directory in the C: drive, type "cd \" and press <Enter>.

"CD" (caps are not important) is the DOS command to change directories. The "\" part of the command will put you at the root of the tree.

3. It results in the following prompt (though you may already be there):

```
"C:\>"
```

4. To change to a directory in the root directory, type "cd" followed by a space, followed by the name of the directory. For example, enter "cd pcs" and press <Enter>.

5. Note the system responds with:

```
"C:\pcs\>"
```

This is indicating that you are now in this new directory within the root directory. You can keep going deeper into the tree AS LONG AS EACH DIRECTORY IS IN THE DIRECTORY YOU ARE AT.

6. Type in the "dir" command and press <Enter>. Note the listing of contents in this directory as it scrolls by.

7. How do you return back up the tree? Just change the directory to the one you came from. To go from the "pcs" subdirectory back to the root directory, type "cd \" and press <ENTER>. "\" is the symbol for the root directory. This is the directory that the pcs directory is in.

8. The system responds with:

```
"C:\>"
```

TASK 2.4 : CREATING A USER DIRECTORY

A user might want to create a directory to contain or group certain types of files. That would be like adding a folder in a drawer to organize papers.

1. Type "md junk" and press <Enter>. The "md" is the make directory command. The "junk" can be any name up to 7 letters.

2. Change to your new directory and confirm it is there. Enter the "dir" command and note how there are no files here. Just a big empty "folder".

3. Change back to the root directory. Do a "dir" command and observe that piece of junk you created in the contents of the root directory.

4. Since this directory is worthless junk (and we don't like junk laying around), you need to get rid of it. Type "rd junk" and press <Enter>. The "rd" is the remove directory command.

5. To confirm the junk directory removal, type the DOS command "DIR/P" and press <ENTER>.

5. Note the list of files and directories. Keep pressing <ENTER> until the command line appears.

6. Just for giggles, type the DOS command "TREE" and press <ENTER>. This is a graphical listing of the subdirectories in the current directory.

ACBO IS
SKILLS

If you wish to learn more about DOS, any bookstore will have many introductory texts. One popular book is "DOS for Dummies".

LEARNING OBJECTIVES REVIEW

Make sure you are familiar with the following topics before testing your understanding of Lesson 2 with the questions below.

ACSO network
Three components of ACSO network
Files
Directories
Drives
Paths
Directory tree
Root directory
DOS drives
ACSO network drives
Command line prompt
ACSO network login prompt

How to bypass the network login and get to a command line.
How to change drives.
How to change direcories.

1) All of the following are part of the ACSO network except for which one?

a) local personal computers   b) file servers
c) printers   d) AS/400

2) Which of the following best describes DOS?

a) a local operating system   b) a network operating system
c) the AS/400 operating system   d) a dreaded operating system

3) Drives are represented by a letter followed immediately by?

a) \   b) /   c) :   d) >   e) nap

4) The root directory is represented as:

a) \   b) /   c) :   d) >

5) Directories are used to group:

a) drives   b) files
c) paths   d) ACSO prisoners

6) Which of the following two are DOS drives?

a) A: b) C: c) F: d) I75   e) >

7) Which of the following DOS commands changes the drive?

a) C
b) C:
c) cd C:
d) cd rom
e) >

8) Which of the following could be a DOS command that would change the directory?

a) C
b) C:
c) cd C:
d) cd rom

9) The command line is signified by :

a) Sheriff, Major, Captain, Lieutenant, Sargeant
b) C:\>
c) Shortest distance between 2 drives
d) Traces a file path

LESSON 3: ACSO FILE SERVERS AND NETWORK DRIVES

LEARNING GOAL : To introduce how the ACSO network organizes information and how users can access it.

In lesson 2, PC's were introduced as the first component of the ACSO network (see Figure 1.2). The way PC's organize data and the way DOS allows users allows users to access this data were discussed.

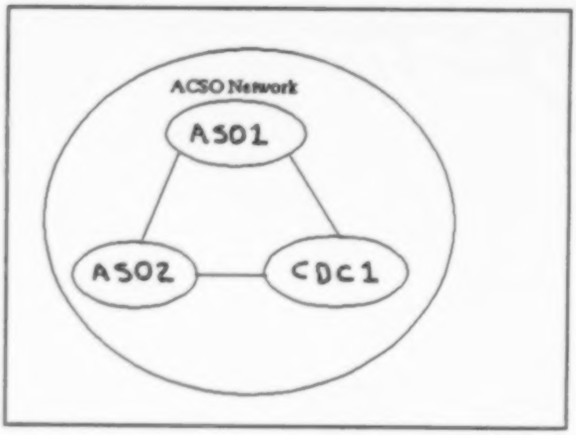
This lesson will cover **FILE SERVERS [K]**, the next component of the ACSO network. There are three main concepts.

First, a file server is a "high powered" PC where the **network operating system is located [C]**. ACSO uses the most popular network system called Novell. ACSO has three file servers, each of which control three separate networks. They are called the ASO1, ASO2, and CDC1 networks.

Second, these are located in geographically different areas (across town). Therefore, **the ACSO network is an internet of these three local area networks [C]**. Through the art and science of data communications, it automagically appears to be one network. We simply refer to this combination of networks as the ACSO network (see figure 3.1).

Figure 3.1 The ACSO Internet

Commonly referred to as the ACSO Network.



The third concept is that file servers **physically store NETWORK DRIVES for network resources (shared programs and data) [C]**. Shared resources allows one program to be used by hundreds of users instead of buying hundreds of programs. Besides this substantial cost savings, users can share their data files (public) as well as having private files.

Individual devices (PC's, file servers, and printers) are connected to form local area networks. This connection is the "infrastructure" (data highways) that physically allows PC's to talk to a network operating system on the file server. It's simply cabling that links computers (similar to a highway linking cities). Notice this just establishes the physical connection to network drives and the network operating system located at the file server. Through these connections, devices like printers can be shared by hundreds of users versus buying hundreds of printers.

Any drive above "E:" is a network drive. **The three most important network drives are [C]:**

1) "F:" for network login

2) "J:" for shared application programs

3) "K:" for private data files

Users will probably never need to change network drives. A **USER-FRIENDLY** [C] IS will do all of that behind the scenes through menu selections. In fact, users should never see a command line.

EXERCISE 3 : LOGGING ON THE ACSO NETWORK AND CHANGING PASSWORDS

To get to the network drives, we have to "login" to the network. This is a type of "warrants check" to see if it's ok for us to enter the network. Logins were introduced in lesson 1.

TASK 3.1 : LOGGING ON THE ACSO NETWORK [S]

1. Turn on the computer. The PC boot occurs as system messages scroll by. Then, the PC tries to "insert" itself into a **SYSTEM CONNECTION [K]** for the local area ACSO network. This is where it is electronically connecting to the network. The screen will stop briefly at the token ring connection prompt below.

```
TOKEN-DOS-200: Inserting into the ring. Please wait.
```

This message will pause for a few seconds and then continue with more system boot-up messages.

2. All ACSO computers end the boot-up process with the **ACSO NETWORK LOGIN PROMPT [K]**:

```
Enter your login name:
```

3. In Exercise 2 you "entered through" with no login entered. In that case you ended up in DOS. Now, you want to ask, politely, if you can get on to the network. Therefore, you need to master the skill of **LOGGING ON TO THE ACSO NETWORK [S]**.

Type your **three digit ACSO employee number for the ACSO network login name** [C] and press <ENTER>.

4. The system responds with the **ACSO NETWORK PASSWORD PROMPT**

```
Enter your password:
```

5. Type your ultra-secret password and press <ENTER>. Notice how the terminal does not show what is entered. Therefore, it is very easy to enter a mistyped password.

6. One of two things will happen. Either the network likes you and greets you with the world famous ACSO Main Menu (discussed below in Task 3.3) or it didn't like you and told you with :

```
ASO1/789: Access to server denied.
You are attached to server ASO1.
```

This may be because the wrong (mistyped, old password ,forgotten, etc) id or password was enterred.

TASK 3.2 : THE COMMAND LINE LOGIN

There are two occasions where you need to know how to do a command line login. One is because you entered the wrong password. The other is when you exited the network and now need to get back in. In either case, you MUST get to the login drive and directory first.

1. If you entered the wrong password above, you will be at the **LOGIN DRIVE AND DIRECTORY [K]** below. If not (because you have logged out previously), you need to change your drives and directory to get there.

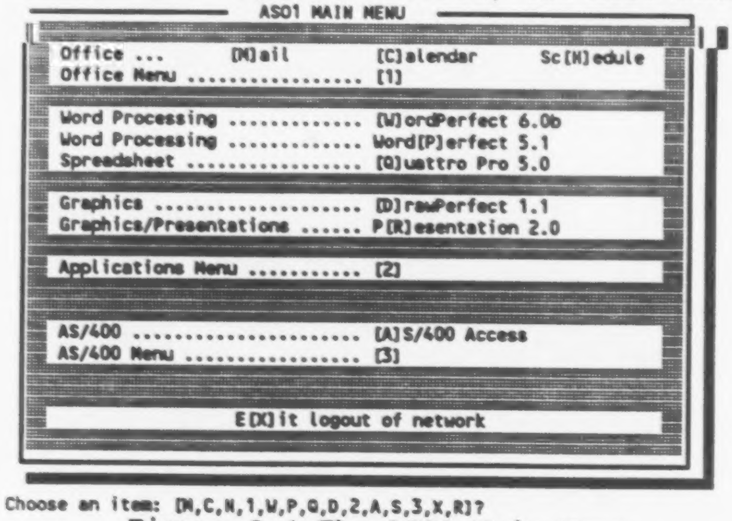
```
F:\LOGIN\>
```

Notice this is a new drive. The "F:" drive is one of the many network drives available on the network. The **"F:" is the only network drive you are allowed to access until you officially login** [C]. Note the directory name of "LOGIN" in the "F:" drive. You must be here to login.

2. Type the network command "LOGIN" at the login command line (F:\LOGIN>) and press <ENTER>. Then, carefully, reenter your id and password when prompted.

TASK 3.3 : IDENTIFYING THE NETWORK ACSO MAIN MENU

1. When the login is entered, the **ACSO MAIN MENU** [K] is displayed.


ASO1 MAIN MENU
Office ... [M]ail [C]alendar Sc[H]edule
Office Menu .... [1]
Word Processing .... [W]ordPerfect 6.0b
Word Processing .... Word[P]erfect 5.1
Spreadsheet .... [Q]uattro Pro 5.0
Graphics .... [D]rawPerfect 1.1
Graphics/Presentations ...... P[R]esentation 2.0
Applications Menu .... [2]
AS/400 .... [A]S/400 Access
AS/400 Menu .... [3]
E[X]it logout of network

```
Choose an item: [M,C,N,1,W,P,Q,D,2,A,S,3,X,R]?
```

Figure 3.4 The ASO1 Main Menu
(Voted prettiest menu)

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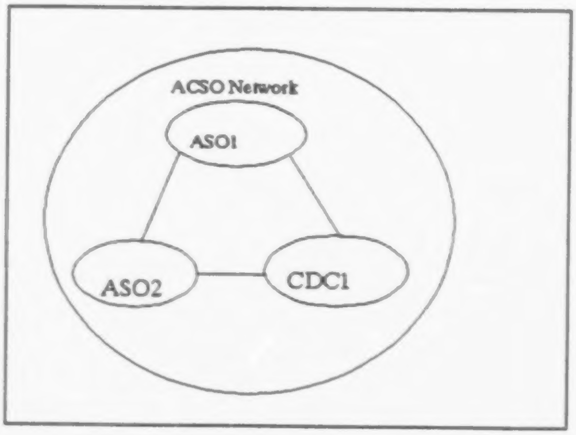

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3) "K:" for private data files

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```

This message will pause for a few seconds and then continue with more system boot-up messages.

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```
Enter your login name:
```

3. In Exercise 2 you "entered through" with no login entered. In that case you ended up in DOS. Now, you want to ask, politely, if you can get on to the network. Therefore, you need to master the skill of **LOGGING ON TO THE ACSO NETWORK [S]**.

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4. The system responds with the **ACSO NETWORK PASSWORD PROMPT**

```
Enter your password:
```

5. Type your ultra-secret password and press <ENTER>. Notice how the terminal does not show what is entered. Therefore, it is very easy to enter a mistyped password.

6. One of two things will happen. Either the network likes you and greets you with the world famous ACSO Main Menu (discussed below in Task 3.3) or it didn't like you and told you with :

```
AS01/789: Access to server denied.
You are attached to server AS01.
```

This may be because the wrong (mistyped, old password ,forgotten, etc) id or password was enterred.

TASK 3.2 : THE COMMAND LINE LOGIN

There are two occasions where you need to know how to do a command line login. One is because you entered the wrong password. The other is when you exited the network and now need to get back in. In either case, you MUST get to the login drive and directory first.

1. If you entered the wrong password above, you will be at the **LOGIN DRIVE AND DIRECTORY [K]** below. If not (because you have logged out previously), you need to change your drives and directory to get there.

```
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```

Notice this is a new drive. The "F:" drive is one of the many network drives available on the network. The **"F:" is the only network drive you are allowed to access until you officially login** [C]. Note the directory name of "LOGIN" in the "F:" drive. You must be here to login.

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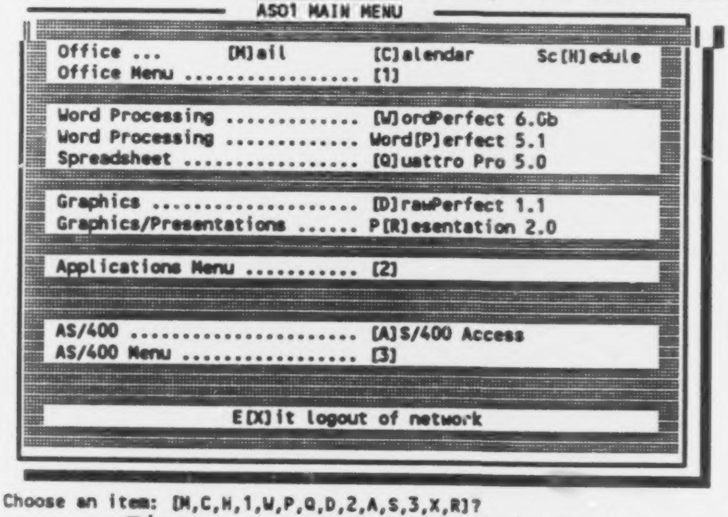

```
                         AS01 MAIN MENU
  Office ...        [M]ail           [C]alendar      Sc[H]edule
  Office Menu ................. [1]

  Word Processing ............. [W]ordPerfect 6.Gb
  Word Processing ............. Word[P]erfect 5.1
  Spreadsheet ................. [Q]uattro Pro 5.0

  Graphics .................... [D]rawPerfect 1.1
  Graphics/Presentations ...... P[R]esentation 2.0

  Applications Menu ........... [2]

  AS/400 ...................... [A]S/400 Access
  AS/400 Menu ................. [3]

                     E[X]it logout of network
Choose an item: [M,C,H,1,W,P,Q,D,2,A,S,3,X,R]?
```

Figure 3.4 The AS01 Main Menu
(Voted prettiest menu)

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This network menu is the **only entrance and exit to the entire ACSO system [C].** Users can do one of the following :

1) Select an application
2) Request to go to another system through a system connection
3) Select a submenu

All the user has to do is select an option by pressing the appropriate key. This is starting to look like a very user-friendly system.

Note that your main menu may read AS02 or CDC1 at the top for your local area network. **When we refer to any of these, we will simply call them the Network Menu or ACSO Main Menu [K].**

TASK 3.4 : CHANGING THE NETWORK PASSWORD [S]

Security is the most important part of any network operating system (more in Lesson 8). Your initial password **MUST BE CHANGED the FIRST TIME [C]** you use it. This is very important, because if someone uses your password to access the system, you will be held accountable.

The security measures can be defeated by irresponsible users who do not sageguard their passwords. Failing to protect your password is like locking your door, but leaving the key in the lock. Change your passwords periodically and do not let others know your password. If you suspect that your password has been compromised, contact your supervisor immediately.

1. Select the Applications Menu from the ACSO Main Menu by pressing the "2" key.

2. Select the Change Password option by pressing the "P" key.

3. Respond to the prompts.

4. Note how the system returns you to the menu. Very user friendly!

TASK 3.5 : ACCESSING THE MAIL NETWORK APPLICATION

One of the most popular application programs for a network is to communicate with other users through electronic mail (E-mail).

1. Return to the ACSO Main Menu by pressing the "R" key.

2. Select the Mail application program by pressing the "M" key.

3. Select the Create Message option by pressing the "6" key.

4. Select a user to send mail to by pressing the "F5" and then "2" for users (you may want to select yourself to send mail to).

5. Use the down arrow to find your login (or use name search), highlight it, and press <ENTER>.

6. Go to the message area by pressing the <TAB> key once and type:

" You deserve a raise ! :-]"

Instead of " :-] " select a smiley from the list at the end of the chapter that expresses your feelings.

7. Select the Send option by pressing the "F9" key.

8. Exit Mail by pressing the "F7" key.

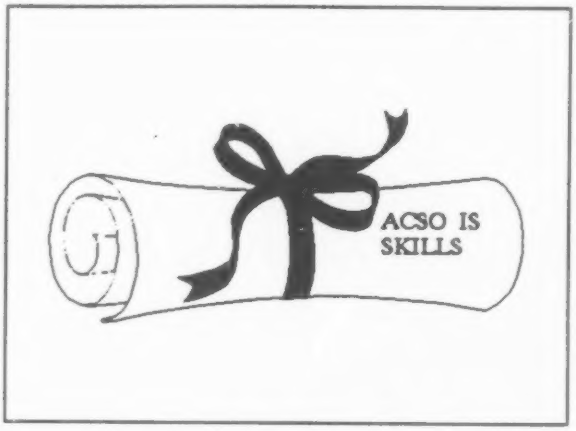
9. Note how the system returns to the menu. Very user friendly !

TASK 3.6 : EXITING THE NETWORK

Always exit the system when you go to lunch or are done with the reason you signed on for. Also, always exit before turning off your computer. This is called a "graceful exit" and is covered more in Lesson 8.

1. Exit the network by pressing the "X" key.

2. The system responds with a logout message and your are now just a local DOS user.



LEARNING OBJECTIVES REVIEW

Make sure you are familiar with the topics below before testing your understanding of Lesson 3 with the following multiple choice questions.

File servers
ASCO network
Network operating system
Network drives

How to log on to the ACSO Network
How to recognize the network login prompt
How to log on by the command line
How to identify the Network Main Menu
How to change the network password
How to exit the network

1. Network drives are located on :

   a) Local PC worstations
   b) File Servers
   c) AS/400's
   d) DOS drives

2. The ACSO Network is an internet of all but which of the following:

   a) AS/400 b) ASO1 c) ASO2 d) CDC1

3) All but which of the following could be a network drive:

   a) C: b) F: c) J: d) k: e) X:

4) Which is the network login drive :

   a) C: b) F: c) J: d) K: e) X:

5) Which is most like a possible network login ?

   a) 789 b) AS789 c) aso789 d) asrec789

6) The ACSO Main Menu is used for all but which of the following:

   a) Entering the Information System
   b) Exiting the Information System
   c) Use of network applciation
   d) Going to other systems
   e) Decorative wall-hangings

7) User-friendly systems require :

   a) Command lines
   b) Menus
   c) Detailed system knowledge
   d) United Airlines

8) If the network rejects your login or password, which of the following should be entered at the command line ?

   a) signon b) login c) enter d) help

9) To exit the network:

   a) enter "done" at the command line
   b) use the Main Menu
   c) enter "signoff" at the command line
   d) enter "exit" at the command line

LESSON 4 : ACSO NETWORK PRINTING

LEARNING GOAL : To understand the two types of network print jobs and how to select network printers.

In the last two lessons, you have seen how the PC and the network stores data. In this lesson you will investigate how the network produces data in the form of output with printers. Printers are the third major component on the ACSO network and they can be set up in one of two ways. They can be attached to a local PC **(LOCAL ATTACHED [K])** or to some other user's PC **(REMOTE ATTACHED [K])**.

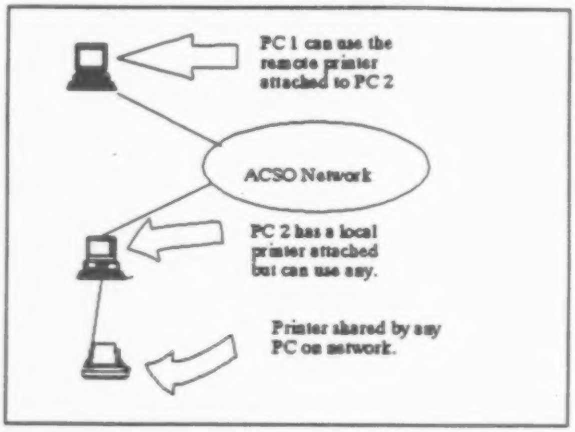

PC 1 can use the remote printer attached to PC 2
ACSO Network
PC 2 has a local printer attached but can use any.
Printer shared by any PC on network.

Figure 4.1
Local and remote printers

Each printer has an associated **PRINT QUEUE [K].** The queue (pronounced like the letter "Q") is a storage area on the file server. As users request jobs to print, they are stored "in line" as they wait their turn to print on the printer.

There are two types of print jobs on the network (as on the AS/400). One is the **PRINTSCREEN [S]** and is produced as a quick copy of what is viewed on the screen. The other is a **REPORT [S]** and is produced by applications such as word processing programs and CHIEFS. A separate lesson, later, will discuss printing from the AS/400.

Each user has an associated **DEFAULT PRINT SCREEN QUEUE [K]** and this is where print screens automagically go to while they wait to be printed. Users are grouped by department to share a printer queue. This **default queue is determined by whoever signs on to the PC. [C]** If the user signs on to a PC in a different department, the screen print will go to that user's print queue. This means that it will print in the user's original department, not the department where the PC is located.

Screen prints will print to the default print queue of the person who is logged in to the network, no matter where the PC is located. Therefore, just because a PC is located near a printer, it does not mean that screen prints will automatically print there. A user must first belong to the print queue associated with that printer.

Network reports, on the other hand, are chosen by the user in the application program and the print queues can be selected by the user.

PRINTER PROBLEMS

To understand why a printer may not be printing requires a basic problem solving approach. Many things can cause the system not to do what it is supposed to. Its usually because users perform "ungraceful" system exits (more on this in Lesson 8). The next user is the one who usually suffers and contacts the IS medical staff to fix the problem created by improper user operation. Most of these problems (90%) can be solved by the user with the following concepts kept in mind.

If no cursor movement is detected when doing a printscreen, it most likely means that the PC attached to that printer is not powered on. That eliminates the printer connection "through" it to the network. Since the remote PC cannot find the printer, it doesn't even bother moving the cursor for a printscreen output. The remote PC must be logged on to the network with a login from the group assigned to the printer. In addition, the attached PC must be powered on for the remote PC to print "through" it. No login is necessary for the attached PC.

Occasionally, printers are left on while PC's are turned off. Sometimes, the PC must be turned on first to establish the network connection. Then the printer is turned on. Not all printers are like this but this sometimes gets the printer working.

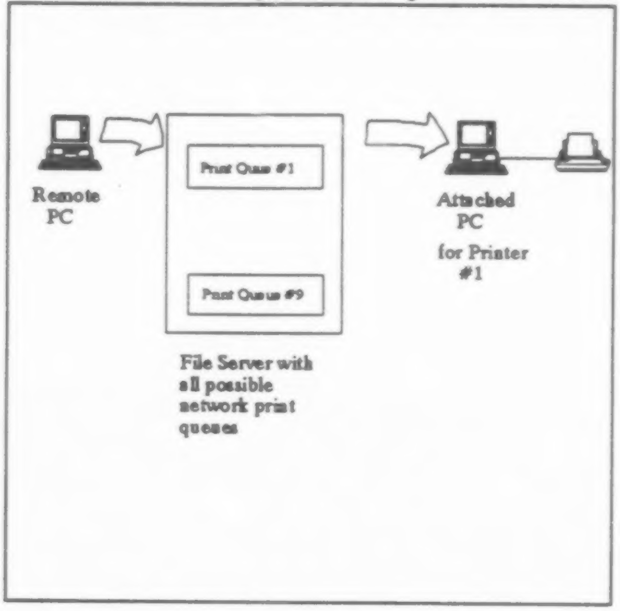

Remote PC
Print Queue #1
Print Queue #9
File Server with all possible network print queues
Attached PC for Printer #1

Figure 4.2
Print Job
Flow

Note that the attached PC can print anywhere depending on who signed on or the network print queue selected (refer to Figure 4.2). However, it still allows other remote PC's to print "through" it to its attached printer, even while it may be sending something to another printer. If a user from a different group logs in at this computer then the printscreens from that attached PC will go to the printer assigned to the user, even though other printscreens can come through it. Since the PC has an attached printer, even with it off the network, it will do a printscreen (in contrast with the remote PC above that must be on the network).

Lesson 8 contains more ways to correct printing problems.

EXERCISE 4 : PRINTSCREEN DEFAULTS and REPORT PRINTING

If the results do not turn out as noted below, then try to troubleshoot with the above concepts. **Note that printers must have their attached PC's turned on; however, they do not need to be logged on to the network [C].**

TASK 4.1 : PRINTSCREENS [S]

1) Sign on to the ACSO network in the area you normally work.

2) The **CURSOR [K]** is the blinking dash that indicates where the position of the next entered key will appear on the screen. If the print screen is working, the cursor will move quickly throughout the entire screen. Find the print screen (Prt Sc) key and press it. Note the moving cursor. **This confirms that the print screen was done [C]**. If no cursor movement occurs, see Lesson 8.

3) Verify the printed copy at the default printer.

TASK 4.2 : SELECTING NETWORK PRINT QUEUES [S].

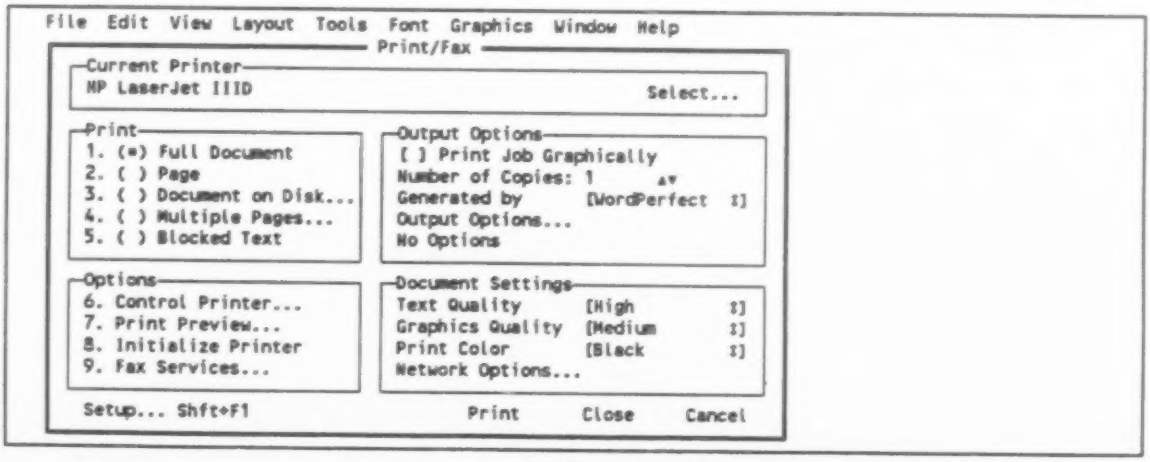
We will use the word processing program on the network to demonstrate how different network printers can be selected for application reports. Notice this is different than the default print screen queue. The default printer queue for print screens **does not change just because an application selects a different network printer [C].**

1. At the ASCO Main Menu, press "W" and wait until the Word Perfect program loads. Now is a good time to reflect on how much fun you are having.

2. In a word processing program, a user would enter some text and then print that text. This is not a lesson on Wordperfect. What's important here is how to find the list of network print queues used when a report is generated. Enter the following text :

" Dear Santa, ... "

3. To submit a print job request for this report or document, hold down the "Shift" key and, at the same time, press the "F7" key.



```
Current Printer
HP LaserJet IIID

Print                               Output Options
1. (*) Full Document                [ ] Print Job Graphically
2. ( ) Page                         Number of Copies: 1
3. ( ) Document on Disk...          Generated by        [WordPerfect  ↕]
4. ( ) Multiple Pages...            Output Options...
5. ( ) Blocked Text                 No Options

Options                             Document Settings
6. Control Printer...               Text Quality        [High         ↕]
7. Print Preview...                 Graphics Quality    [Medium       ↕]
8. Initialize Printer               Print Color         [Black        ↕]
9. Fax Services...                  Network Options...
```

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4. This screen is the print job menu for this particular application program. Notice the "Select Printers". Press the "S" key to see the list of possible printer queues on the network.

5. Use the arrow keys to move the highlighted bar to the print queue desired. Notice the asterisk indicates which is the current printer selected. By pressing the "*" key, the printer setting can be changed to any network printer listed. Choose a print queue that is powered on and different from your printscreen default.

6. Press <ENTER> to exit the print queues selection menu.

7. The PRINT box should be highlighted on the Print Job menu. Press <ENTER> to submit this print job to the network.

Note : This new queue will be remembered in the wordprocessor program as your selected print queue when you use the wordprocessor the next time. [C].

8. Exit the wordprocessing program by pressing "F7". Reply "N" to save and "Y" to exit.

9. You should now be at the Main Menu. The user-friendliness of this network is OUTSTANDING !!!

10. Press "X" to exit the network.

11. Now do another printscreen.

12. Go to the printer selected for your report and confirm it printed.

13. Note the printscreen did not print at the network printer. THE NETWORK PRINTER HAS NOTHING TO DO WITH THE DEFAULT PRINTSCREEN QUEUE. However, users can select the network printer to be the same as the default printscreen queue.

14. Retrieve the printscreen and confirm the default printscreen print queue has not chnaged.

Lesson 8 will present how to change the default printscreen queue.

LEARNING OBJECTIVES REVIEW

Make sure you are familiar with the following topics before testing your understanding of Lesson 4 with the following multiple choice questions.

Locally attached printers
Remote attached printers
Network printscreens
Network reports
Print queues
Cursor

How the user group determines where printscreens are printed
How the attached PC to a printer must be powered, but not logged on
How to verify a printscreen has occured
How to select a network print queue for a network report

1) All of the following are true of printscreens except which:

   a) Produces cursor movement.
   b) Printer is determined by user group.
   c) Stored in a print queue.
   d) Changed by selection of network printer in a word processor.

2) Print queues are located in :

   a) local PC workstations
   b) file servers
   c) printer buffers
   d) between print 'p' and print 'r'

3) To print a report or a printscreen to a remote printer, the attached PC to that printer must be :

   a) powered on
   b) powered on and logged in to the network
   c) powered on and logged in to the network and in a word processor
   d) tuned to WKTK

4) To print a printscreen to a remote printer, the remote printer must be which of the possible answers in question 3.

5) If no cursor movement is detected on a remote PC when doing a printscreen, it most likely means :

   a) the attached PC is not powered on
   b) the attached PC is not logged on to the network
   c) the remote PC is not powered on
   d) the cursor is tired and should be allowed to rest

6) If the printer is powered on before the attached PC, it may :

a) go through internal diagnostics faster
b) be warmed up and work faster
c) clear the printer buffer faster
d) not connect to the network through the PC

LESSON 5 : ACSO SYSTEM CONNECTIONS

LEARNING GOAL : To understand how the IS components are connected and how to navigate to the AS/400.

Sailing, surfing, trucking, and navigating are all imaginative metaphors for travelling somewhere on the ACSO IS. Though the well-known Internet has millions of paths possible to thousands of other networks, the ACSO only has seven basic paths. Knowing these paths is an easily learned skill.

These paths are SYSTEMS CONNECTIONS (see numbered arrows in Figure 1.2). These are the cables, electronics , and computer programs that become the "infrastructure" of the IS. At the entrances and exits of these system connection interfaces are systems "police" that maintain well defined operating procedures as users request their intentions to go into and out of different IS components.

There is only one place to start. It is also the only place to "gracefully" exit the IS. The start can be thought of as the "ROOT" just as in a directory tree. In fact, the system connections can be thought of as a hierarchial tree (see Figure 5.1).

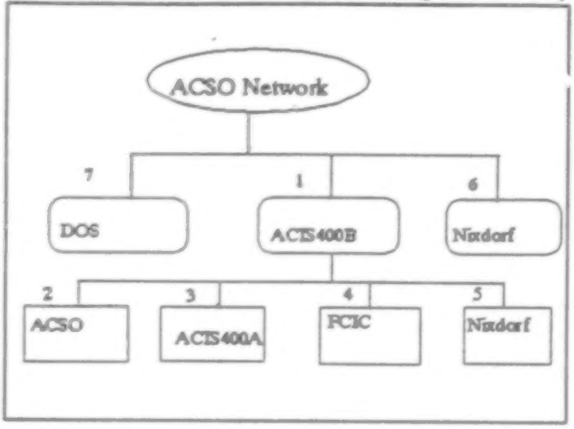


FIGURE 5.1

Systems Connections Tree

To help visualize the system connections, users may want to relate the numbered arrow system connections in Figure 1.2 with the numbers in the tree above.

INTRODUCTION TO THE IS AS/400's

There are currently three AS/400s (see figure 1.2). Be careful not to confuse the ACSO network with the ACSO AS/400 in the discussion below.

ACSO IS users connect to the ACIS400B [C] (system name of the county AS/400 which is the F45 model). Note, that CDC and Teleserve users connect to the ACSO AS/400 (system name for the Sheriff's Office AS/400 which is a F35 model) for the primary CAD program instead of the ACIS400B for the redundant CAD. Therefore, they have a different system connection tree than the majority of ACSO IS users. The third AS/400 (used for GRU) is the ACIS400A (model F50). This manual is concerned with the system connections for the majority of ACSO users to the ACIS400B. Exercise 5 represents the system connection of arrow #1 in Figure 1.2.

The AS/400 is the most popular midrange computer in the world due to its application support (AS of the AS/400 name). This makes it very "friendly" compared to other systems for the job it does. Though alot of people claim that it is true to the IBM meaning of "I've Been Misled", it is indeed a friendly system if users learn the proper language. Once users go through the system connection to "AS/400 Land", they must speak the language.

COMMAND KEYS

Most of the speaking to the AS/400 is done in terms of commands and command keys. The **following keys are need to know skills [S]** for any AS/400 user.

Right Ctrl : **FIELD EXIT [K]** clears rest of field after data input and advances to next field for data input.

Alt Esc : **HOT-KEY [K]** to switch between different sessions (sessions are discussed in the exercise below).

Shift and any F key : **ADDS [K]** 12 to any F command key (Shift F3 = F15).

Enter : COMPLETES user data input to entire screen.

Tab : MOVE cursor to next field for data input.

Shift Tab : MOVE cursor to previous field for data input.

Esc : OPERATIONAL ASSISTANT.

Left Ctrl : RESET locked workstations.

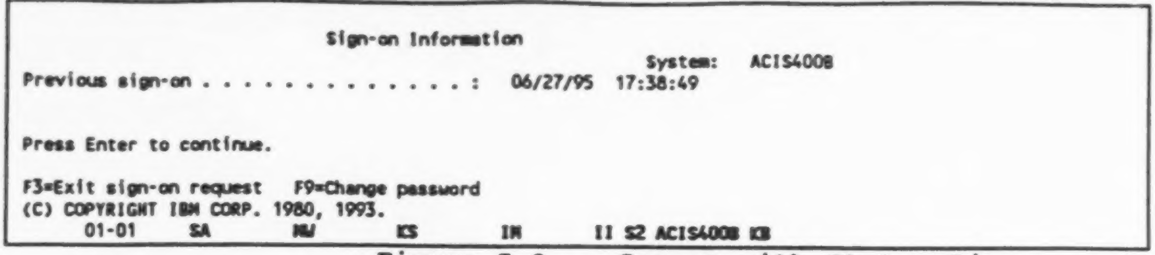
F3 : EXIT application and accept data input.

F5 : REFRESH screen input.

F12 : CANCEL application and accept no data input.

SCREEN STATUS LINE

AS/400's use a **STATUS LINE** [K] at the bottom of every screen display to communicate with users.



```
                              Sign-on Information
                                                  System:   ACIS400B
Previous sign-on . . . . . . . . . . . . . :   06/27/95  17:38:49


Press Enter to continue.

F3=Exit sign-on request   F9=Change password
(C) COPYRIGHT IBM CORP. 1980, 1993.
     01-01     SA       MW       KS       IM       II S2 ACIS400B KB
```

Figure 5.2 : Screen with Status Line

In Figure 5.2, a screen is displayed with the status line at the bottom. The AS/400 will highlight one of these status indicators if it is trying to tell the user something. The indicators are :

SA : System Available

MW : Message Waiting

KS : Keystroke

IM : Insert Mode

II : Input Inhibited

KB : Keystroke buffering

If **II** [K] is highlited then the system is busy working on your last request. It is locking all input out until it is done. This is in contrast to when an error message is displayed on the bottom of the screen. Then, users must use **RESET (Left Ctrl)** [K] to clear the message and allow the user to continue.

EXERCISE 5 : AS/400 NAVIGATION

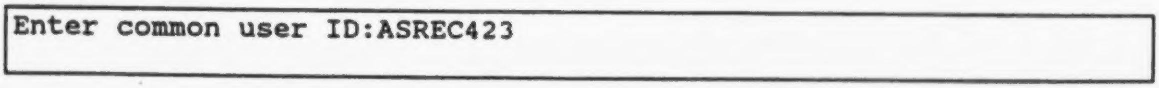
TASK 5.1 : ACSO NETWORK TO ACIS400B SYSTEM CONNECTION [S]

1. From the ACSO Main Menu (Figure 3.4), select AS/400 access by pressing the letter "A".

2. This is a request for the system to make a connection to allow access to the ACIS400B. This is represented as the arrow labeled as "1" in Figure 1.2.

3. The connection ends with a prompt to enter the **"Common User ID"** [K] which is the **AS/400 system connection signon** [C]. Enter your user assigned user-id and press <Enter>.

User-ids for the ACIS400B begin with "AS" and then have a three letter department "REC" and then the three numbers of your ACSO employee id.

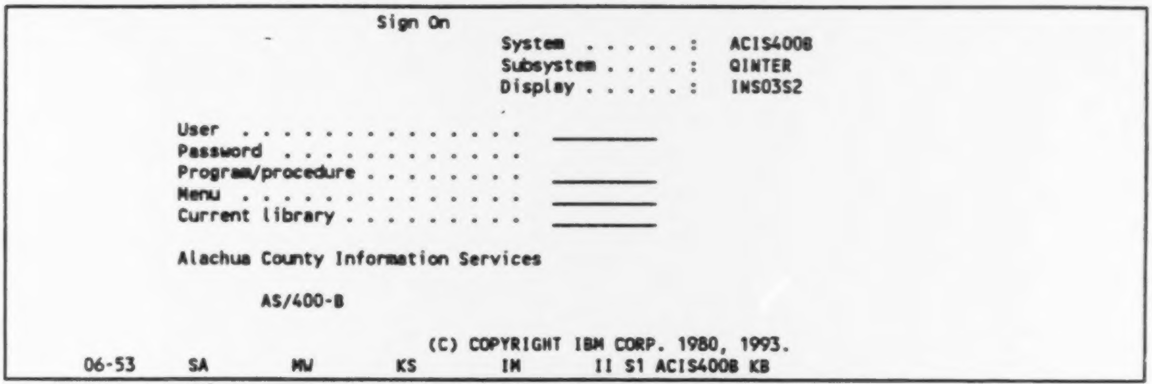


```
Enter common user ID:ASREC423
```

4. The system then prompts for your ultra secret password. Enter your password, carefully, and press <ENTER>.

```
Enter password for common user ID ASREC423:
******************************************************************
*   The IS staff is currently "standardizing" what happens at    *
*   this point. What should happen after the Common User Id      *
*   connection is the AS/400 Main Menu of Figure 5.5. In other   *
*   words, the AS/400 Signon Screen (Figure 5.3) is "bypassed"   *
*   for session 1 (S1). However, all other sessions (S2, S3, etc)*
*   will result in the AS/400 signon screen of Figure 5.3.       *
*                                                                *
*   Some connections still present S1 with this initial signon   *
*   screen of Figure 5.3. These will be changed for the standard *
*   of bypassing the signon for S1.                              *
******************************************************************
```

5. The connection process continues and then ends with the infamous AS/400 signon screen (Figure 5.3).



```
                          Sign On
                                   System . . . . . :   ACIS400B
                                   Subsystem . . . . :  QINTER
                                   Display . . . . . :  INS03S2

           User . . . . . . . . . . . . . .   __________
           Password . . . . . . . . . . . .
           Program/procedure . . . . . . . .  __________
           Menu . . . . . . . . . . . . . .   __________
           Current library . . . . . . . . .  __________

           Alachua County Information Services

               AS/400-B

                             (C) COPYRIGHT IBM CORP. 1980, 1993.
    06-53     SA       MW       KS       IM       II S1 ACIS400B KB
```

Figure 5.3 : The Infamous AS/400 Signon

TASK 5.2 : CHANGING SESSIONS [S]

1. **SESSIONS [K]** allow one PC connection to have multiple , different systems or program connections at the same time. This is a very productive feature of AS/400's. The screen in Figure 5.4 shows that session 1 (S1) is currently being viewed.

2. Users select different sessions using the **HOT-KEY [K]**. To do this, hold down the "Alt" key and press the "Esc" key at the same time. Notice how the session number changes.

3. Continue using the hot-key until you go through all the possible sessions and return to the first session. NOTE, one of the sessions may be a **PRINTER SESSION** (discussed in Lesson 6) if a printer is attached to your PC.

Also, the hot-key will toggle through to the ACSO Main Menu.

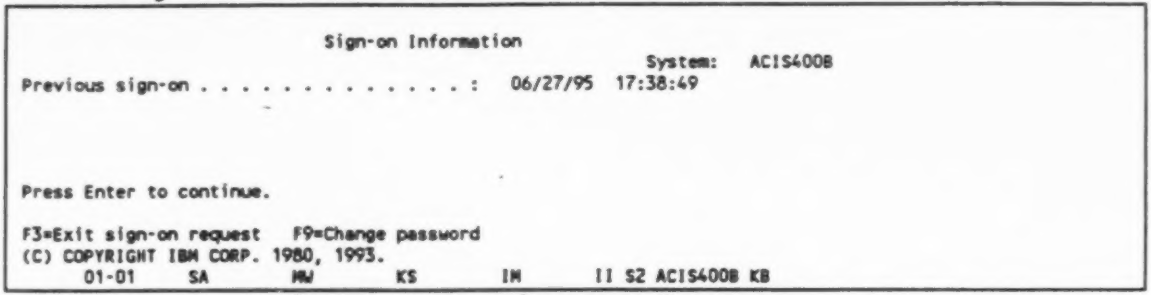
TASK 5.3 : SIGNING ON THE ACIS400B [S]

1. After returning to S1, enter your user ID and press <Tab>. It will be of the form "AS***###" where *** is your department (REC, DET, etc) and ### is your employee number. Note this is the same as the system connection signon from Task 5.1; however, now it is used to signon, not to connect.

2. **NOTE: DO NOT PRESS <ENTER> - PRESS <TAB>!** If you press <ENTER> you will get an invalid signon because no password was entered. After three of these, your user-id will be DISABLED. Then you will have to call the IS medical staff.

Remember the TAB will take you to the next field on the AS/400 sign-on.

3. Enter your top-secret password. Now, press <ENTER> and the following screen will result.



```
                         Sign-on Information
                                                    System:   ACIS400B
Previous sign-on . . . . . . . . . . . . . . :   06/27/95  17:38:49




Press Enter to continue.

F3=Exit sign-on request    F9=Change password
(C) COPYRIGHT IBM CORP. 1980, 1993.
      01-01       SA        MW        KS        IM        II S2 ACIS400B KB
```

Figure 5.4 : Signon Info Screen

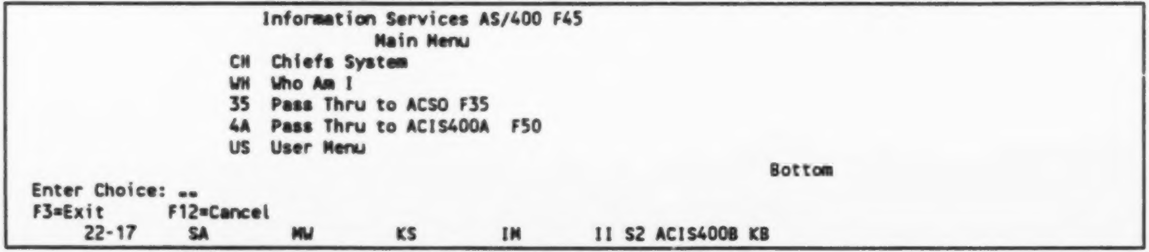
This screen will tell you when you last signed on. This should be examined to see if someone may be using you account (like at 2:00 a.m. when you know that you were not). This could mean that someone is trying to break into the system (perhaps over a phone connection or whatever) and is using your account. Contact the IS staff if this should occur.

TASK 5.4 : CHIEFS SIGNON [S]

Finally, we are in the AS/400. It took one ACSO network signon, one AS/400 connection signon, and the ACIS400B signon. However, there will be at least one more signon required for either the CHIEFS application or to go to the ACSO or ACIS400A.

It is very important to realize that every screen will tell the user what to do. Very important !! The screen of Figure 5.4 says to press enter to continue.

1. What then appears is the ACIS400B (F45) Main Menu.



```
                        Information Services AS/400 F45
                                     Main Menu
                      CH  Chiefs System
                      WH  Who Am I
                      35  Pass Thru to ACSO F35
                      4A  Pass Thru to ACIS400A  F50
                      US  User Menu
                                                                   Bottom
 Enter Choice: __
 F3=Exit      F12=Cancel
      22-17       SA        MW        KS        IM        II S2 ACIS400B KB
```

Figure 5.5 : The AS/400 Main Menu

Note that this Main Menu is different for each group of users. These are the five most common menu options (Figure 5.5). You can select the following options:

CH ====== > Chiefs System. Use this selection to access CHIEFS. ***Note: While in this system the CAD system is the redundant CAD system. When you select CAD, you will get a warning screen. Simply press F2 to bypass. YOU CANNOT UPDATE CAD WHILE IN THIS SYSTEM.***

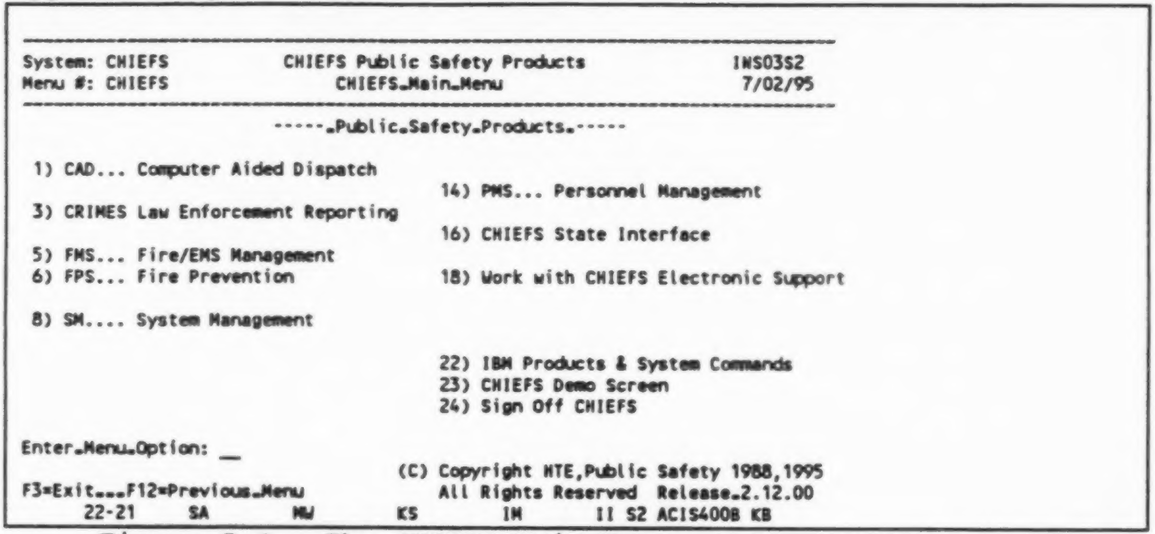
WH ====== > Who Am I. This will give a little bit of information about the terminal you are on and also who is signed into that terminal.

35 ====== > Pass Thru to ACSO F35. Use this selection to pass through to the F35 system, which contains live CAD and a Nixdorf connection.

4A ====== > Pass Thru to ACIS400A F50. This will pass you through to the F50 system, which contains GRU, the civil files, the parking files and the traffic ticket files.

US ====== > User Menu. **You will probably never need to use this option.** It contains many of the functions fulfilled by the help key.

2. Enter "CH" and press <ENTER>. The CHIEFS MAIN MENU screen appears (Figure 5.6).



```
--------------------------------------------------------------------------------
System: CHIEFS            CHIEFS Public Safety Products               INS03S2
Menu #: CHIEFS                 CHIEFS.Main.Menu                        7/02/95
--------------------------------------------------------------------------------
                         -----.Public.Safety.Products.-----

 1) CAD... Computer Aided Dispatch
                                        14) PMS... Personnel Management
 3) CRIMES Law Enforcement Reporting
                                        16) CHIEFS State Interface
 5) FMS... Fire/EMS Management
 6) FPS... Fire Prevention              18) Work with CHIEFS Electronic Support

 8) SM.... System Management


                                        22) IBM Products & System Commands
                                        23) CHIEFS Demo Screen
                                        24) Sign Off CHIEFS

Enter.Menu.Option: _
                                    (C) Copyright HTE,Public Safety 1988,1995
F3=Exit...F12=Previous.Menu             All Rights Reserved  Release.2.12.00
      22-21      SA         MW         KS         IM        II S2 ACIS400B KB
```

Figure 5.6 : The CHIEFS Main Menu

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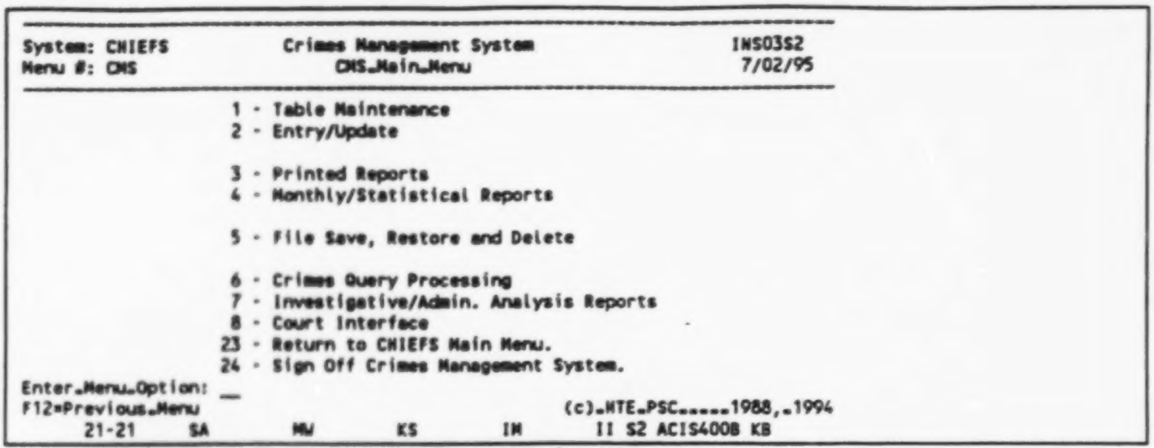
3. From here, users usually go to either CAD or CRIMES. We will choose CRIMES so you can use the CHIEFS SIGNON. Enter "03" and DO NOT press <ENTER>. Notice CHIEFS menus have an automatic <Enter> when 2 characters are entered. The CRIMES MANAGEMENT MAIN MENU (figure 5.7) is then displayed.



```
------------------------------------------------------------------------------
System: CHIEFS            Crimes Management System              INS03S2
Menu #: CMS                   CMS_Main_Menu                       7/02/95
------------------------------------------------------------------------------
                        1 - Table Maintenance
                        2 - Entry/Update

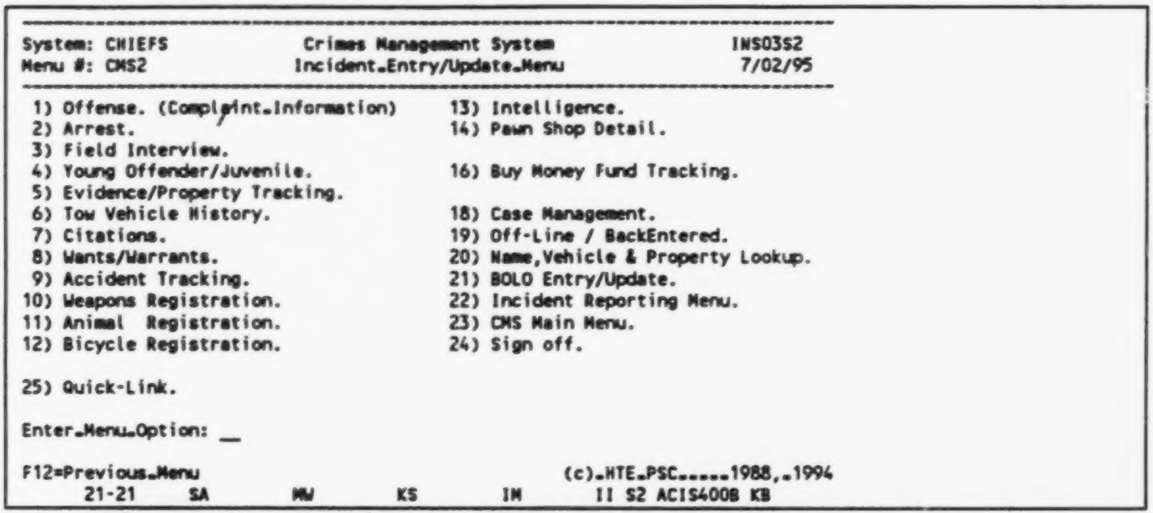
                        3 - Printed Reports
                        4 - Monthly/Statistical Reports

                        5 - File Save, Restore and Delete

                        6 - Crimes Query Processing
                        7 - Investigative/Admin. Analysis Reports
                        8 - Court Interface
                       23 - Return to CHIEFS Main Menu.
                       24 - Sign Off Crimes Management System.
Enter_Menu_Option: _
F12=Previous_Menu                                    (c)_HTE_PSC_____1988,_1994
      21-21     SA        MW        KS        IM        II S2 ACIS400B KB
```

Figure 5.7 : The Crimes Main Menu

4. Select Entry/Update by pressing "2" and then <ENTER>. The update menu (Figure 5.8) then appears.



```
------------------------------------------------------------------------------
System: CHIEFS             Crimes Management System              INS03S2
Menu #: CMS2             Incident_Entry/Update_Menu               7/02/95
------------------------------------------------------------------------------
 1) Offense. (Complaint_Information)     13) Intelligence.
 2) Arrest.                              14) Pawn Shop Detail.
 3) Field Interview.
 4) Young Offender/Juvenile.             16) Buy Money Fund Tracking.
 5) Evidence/Property Tracking.
 6) Tow Vehicle History.                 18) Case Management.
 7) Citations.                           19) Off-Line / BackEntered.
 8) Wants/Warrants.                      20) Name,Vehicle & Property Lookup.
 9) Accident Tracking.                   21) BOLO Entry/Update.
10) Weapons Registration.                22) Incident Reporting Menu.
11) Animal  Registration.                23) CMS Main Menu.
12) Bicycle Registration.                24) Sign off.

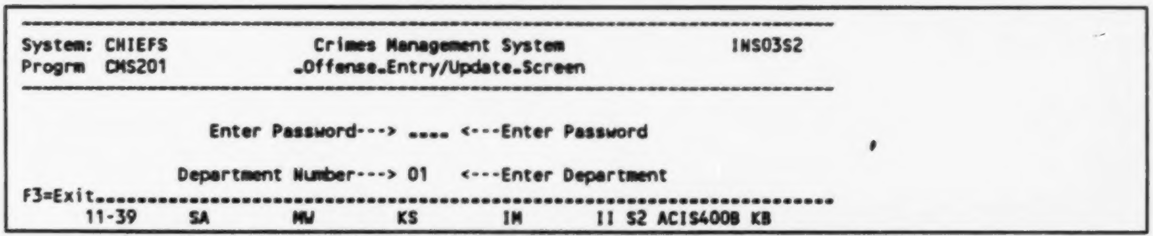
25) Quick-Link.

Enter_Menu_Option: _

F12=Previous_Menu                                    (c)_HTE_PSC_____1988,_1994
      21-21     SA        MW        KS        IM        II S2 ACIS400B KB
```

Figure 5.8 : Crimes Update Menu

5. Select Offense by pressing "1" and pressing <ENTER>. The CHIEFS PASSWORD screen (Figure 5.9) is then presented.



```
------------------------------------------------------------------------------
System: CHIEFS             Crimes Management System              INS03S2
Progrm  CMS201            _Offense_Entry/Update_Screen
------------------------------------------------------------------------------

                  Enter Password---> ____ <---Enter Password

               Department Number---> 01   <---Enter Department
F3=Exit_______________________________________________________________________
      11-39     SA        MW        KS        IM        II S2 ACIS400B KB
```

Figure 5.9 : CHIEFS Four Letter Password Screen

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6. ENTER your secret four letter password and press <ENTER>. You are now in the CHIEFS application requested.

TASK 5.5 : EXITTING CHIEFS and the AS/400 [8]

It is important to exit the AS/400 "gracefully". This minimizes connection problems and corrupted system files that may become a problem for the next user to sign on (more in Lesson 8).

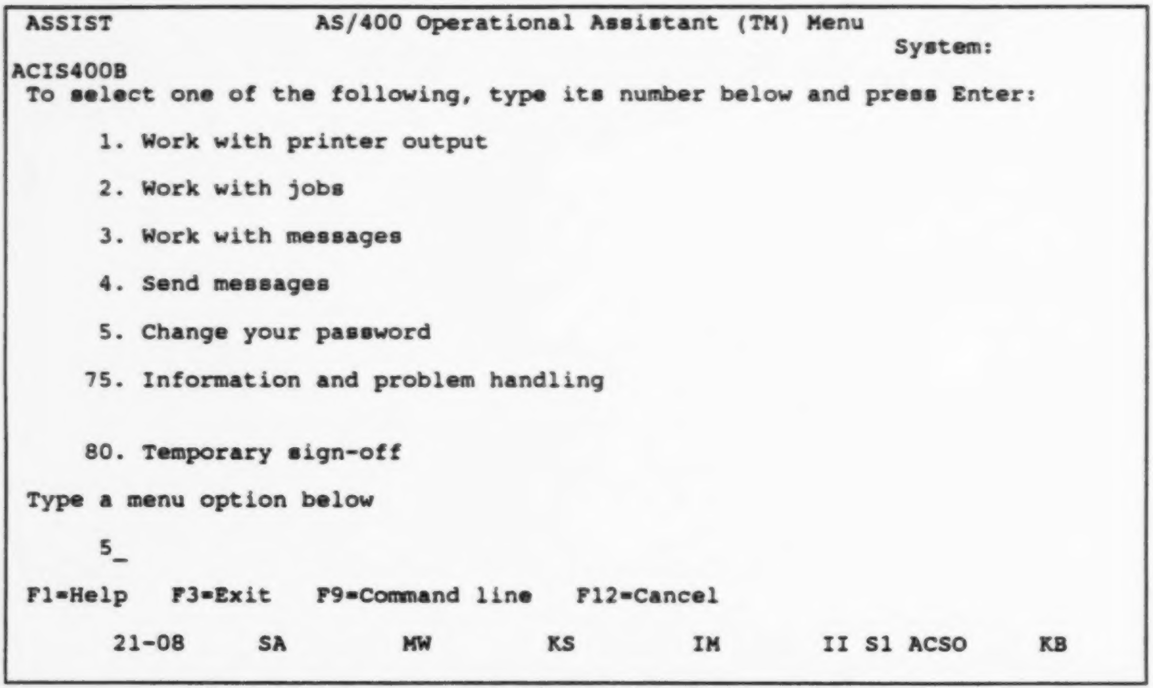
1. To exit, carefully read the screen commands for exiting each screen. You can exit most screens by pressing either "F3" or "F12". You can also exit completely out of CRIMES by typing "24" from most of the CRIMES menus (it will be listed as 24-sign off).

ALWAYS READ THE PROMPTS AT THE BOTTOM OF THE SCREEN TO DETMINE WHICH KEY WILL ALLOW YOU TO PROPERLY EXIT THAT SCREEN.

TASK 5.6 : CHANGING AS/400 PASWORDS

The current security system forces periodic changing of passwords; however, users can change their passwords at any time.

1. Press the <Esc> key to get everyone's favorite assistant menu (Figure 5.10) below.



```
 ASSIST              AS/400 Operational Assistant (TM) Menu
                                                          System:
ACIS400B
 To select one of the following, type its number below and press Enter:

      1. Work with printer output

      2. Work with jobs

      3. Work with messages

      4. Send messages

      5. Change your password

     75. Information and problem handling


     80. Temporary sign-off

 Type a menu option below

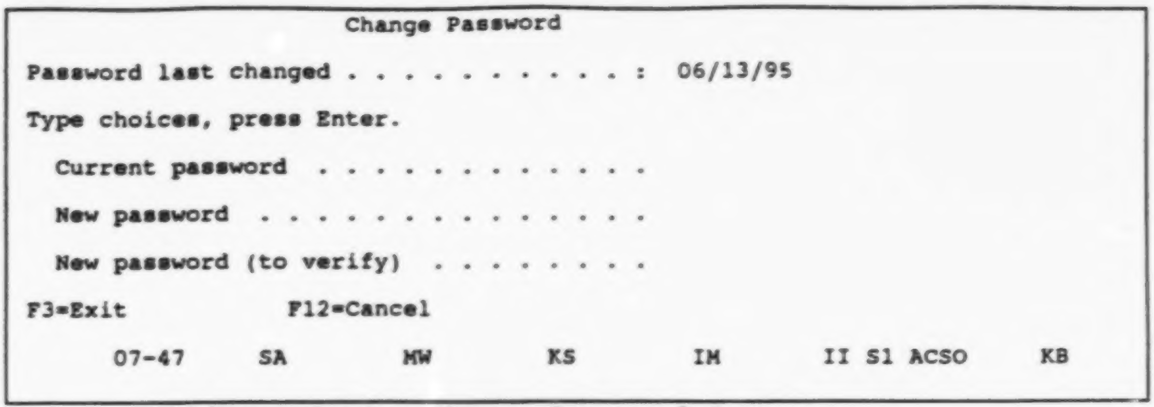
      5_

 F1=Help   F3=Exit   F9=Command line   F12=Cancel

       21-08      SA         MW         KS         IM        II S1 ACSO     KB
```

Figure 5.10 : Operational Assistant Menu

2. Enter "5" and press <Enter> for the change password screen.



```
                      Change Password

Password last changed . . . . . . . . . . . :  06/13/95

Type choices, press Enter.

  Current password . . . . . . . . . . . . .

  New password . . . . . . . . . . . . . . .

  New password (to verify) . . . . . . . . .

F3=Exit          F12=Cancel

     07-47     SA       MW       KS       IM       II S1 ACSO     KB
```

Figure 5.11 : Change Password Screen

3. Enter your current password and press tab.

4. Note how the cursor moves down to the next field for your new password. Enter your new password and press tab.

5. Be careful and enter the same password for verification. Then press <Enter>.

6. Press F3 to exit out of the assistant menu.

TASK 5.7 : STOPPING THE AS/400 CONNECTION [S]

Do not turn off the PC until you have stopped the connection [C].

This is the proper way to "gracefully" exit. Otherwise, strange things could happen. Lesson 8 covers how this might cause problems.

1. Completely sign off. Your session should show the signon screen to the AS/400 (Figure 5.3).

2. Hot-key to each session to confirm all sessions are signed off. Do not worry about the printer session.

3. Hot-key to the ACSO Main Menu.

4. Press "S" for stop.

5. You are now "disconnected" from the AS/400. Prove that by trying to hot-key.

LEARNING OBJECTIVES REVIEW

Make sure you are familiar with the following topics before testing your knowledge of Lesson 5 with the following questions.

Systems connections.
ACIS400B.
Command keys.
Screen status line.
II.
Reset.
Common user ids.
AS/400 connection prompt.
As/400 signon screen.
Sessions.
Hot-keying.

How to connect from the network to the ACIS400B.
How to change sessions.
How to sign on the AS/400.
How to signon CHIEFS.
How to exit CHIEFS.
How to change AS/400 passwords.
How to exit the AS/400.

1) Which is most like a possible AS/400 user-id ?

a) 789 b) AS789 c) ASO789 d) ASREC789 e)CATS

2) The ACSO network connects to which AS/400 ?

a) ACSO b) ACIS400A c) ACIS400B d) Sheriff's

3) Which procedure is used for the AS/400 sign-on screen?

a) user-id, enter, password, enter
b) user-id, tab, password, tab
c) user-id, tab, password, enter
d) user-id, enter, password, password, tab
e) use a black ink pen only

4) To sign-off the AS/400 when in CHIEFS:

a) enter the command "signoff"
b) use the "CHIEFS" option "24"
c) hot-key to AS/400 Main Menu
d) use the ACSO Main Menu
e) pull the power plug out of the wall socket

5) To stop accessing the AS/400 connection :

a) enter the command "signoff"
b) use the "CHIEFS" option "24"
c) hot-key to AS/400 Main Menu
d) use the ACSO Main Menu
e) pull the power plug out of the wall socket

6) The F18 key is done by pressing the :

a) F18 key b) F12 and F6 keys
c) Shift and F6 keys d) Shift and F12 keys

7) Which is most like a CHIEFS password :

a) 789 b) AS789 c) ASO789 d) ASREC789 e)CATS

8) If the II is highlited in the Status Line :

a) press the <Esc> key b) press the left <Ctrl> key
c) press the left <Alt> key d) press the F3 key
e) can't do anything, might as well eat a cheeseburger

9) All of the following are true of As/400 sessions except which one ?

a) allows multiple program connections at the same time
b) accessed by the "hot-key" combination
c) accessed by pressing the <Alt> and <Esc> key at the same time
d) may have a printer screen
e) conducts therapy for frustrated As/400 users

LESSON 6 : AS/400 REPORT PRINTING

LEARNING OBJECTIVE : To understand how the AS/400 handles printing and how to change OUTQ's.

Lesson 4 discussed print queues and the two types of network print jobs (network printscreens and network reports). Printscreens from an AS/400 are handled exactly like network printscreens. They go to the default printer assigned to the user's group. AS/400 report printing (CHIEFS, etc) is handled differently than report printing on the network.

The AS/400 uses a different name for where it sends output to be printed. It is called an OUTQ (output queue) and functions just like a PRINT QUEUE on the network. An OUTQ resides in the AS/400 while a PRINT QUEUE resides in a network file server. Print requests are stored in OUTQ's in the form of a SPOOLED FILE while it waits for its turn to be printed.

The name of an OUTQ is determined by the PC workstation name [C] if a printer is attached to that PC. For example, if the PC is named "REC11" and has a printer attached to it, then an AS/400 report can be sent to an OUTQ named "REC11S#" where the "#" represents the printer session number (sessions were covered in Lesson 5). Note that printers can have two names, one for the network print queue name and the other for the AS/400 OUTQ name. This is the "sharing" characteristic of networks.

There is a special OUTQ associated with the ACIS400B. It is called **"ASOPRTS4"**. It holds print jobs for the high speed batch printer in the IS printer room. Big reports are typically done there on "green bar" paper. It's not pretty, but it's big and fast.

To print an AS/400 report, the **PC attached to the printer must have an active printer session** [C] for the OUTQ name entered for the report output. This means that the PC must be connected to the AS/400 connection (see lesson 5), but does not meanthat the PC has to be signed on to the AS/400. Also, the printer session must be started (more in Exercise 6).

After submitting a job to be printed, if it does not print in a reasonable amount of time, you will need to check on the **STATUS** [S] of the job. There are several reasons why a job may not print immmediately. It might be that the computer is very busy or, if the job requested is very intensive, it will simply take a very long time to format.

However, it might be that wrong data was input for the report. For example, maybe you entered to search for case histories from the year 1695 instead of 1995. Users should be able to monitor the status to make sure they are not generating a 15,000 page report when it is usually a couple of pages. The user should know how to **STOP** [S] this job and delete the report in error.

A frequent occurrance that requires the skill of checking print status is **MESSAGE GENERATION** [S] and **JOBLOG DELETION** [S] for print jobs. When different print formats are sent, the AS/400 printer will first send a message for forms check. There are no flashing neon lights or horns that go off. This message just sits and sits and sits ... Not only is **YOUR report not printing, but everyone else's print jobs in your OUTQ are stopped behind your report [C].**

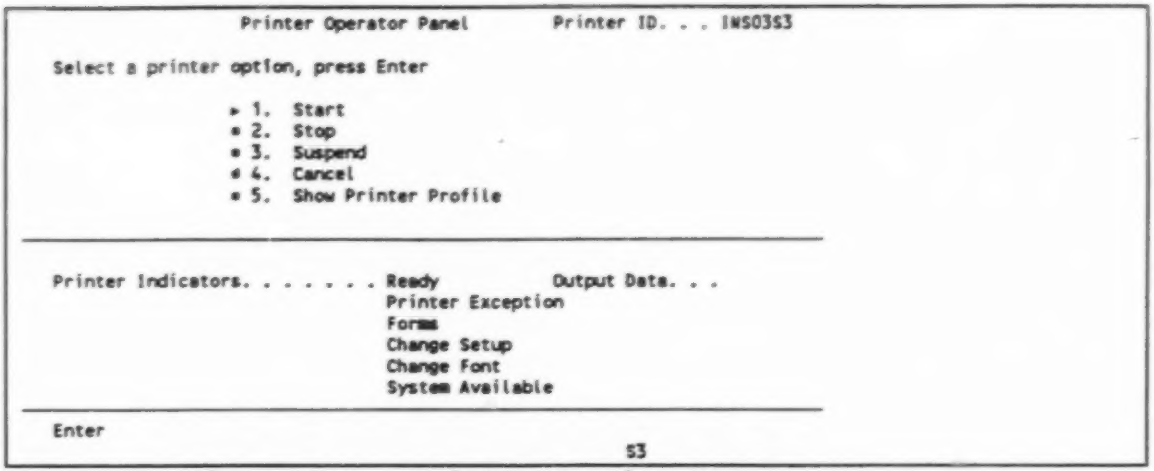
EXERCISE 6 : AS/400 OUTQ'S and PRINT STATUS CHECKING

TASK 6.1 : DETERMINING PRINTER SESSION NAME [S]

1. Go to a PC with an attached printer. Turn it on and access the AS/400 (Lesson 5).

NOTE : ====> **This attached PC must be connected to the AS/400 [C].** This does not mean that someone has to be signed into any of the sessions. The SYSTEM CONNECTION just has to be made in order to establish the printer session.

2. Hot key between sessions to find the printer session. It will be similar to the one below:



```
                    Printer Operator Panel        Printer ID. . . INS03S3

   Select a printer option, press Enter

                    ▸ 1.  Start
                    • 2.  Stop
                    • 3.  Suspend
                    • 4.  Cancel
                    • 5.  Show Printer Profile

   Printer Indicators. . . . . . . Ready          Output Data. . .
                                   Printer Exception
                                   Forms
                                   Change Setup
                                   Change Font
                                   System Available

   Enter
                                                 S3
```

Figure 6.1 : Printer Session Screen

3. Note the session is "S3" for this PC. The printer id, in the top right, is "INS03S3". This is also the name of the OUTQ on the AS/400 to send the output to.

4. It is important to realize that for this PC to print from the AS/400 OUTQ, this printer session **must have the Start, Ready, and System Available selections highlited** [C] in the Printer Operator Panel. Checking to make sure that these selections are highlighted is the first step to take when an AS/400 report does not print.

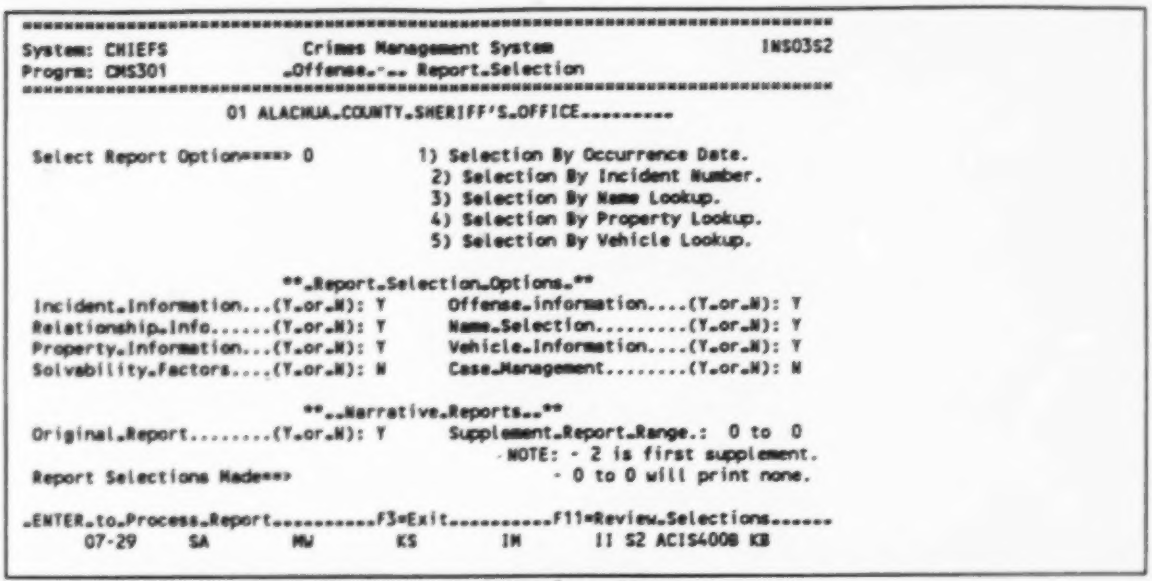
TASK 6.2 : WORKING WITH PRINTER OUTPUT [S]

First, you need to submit a report. You are interested in finding the report as it becomes printer output. Then you want to control where it prints. You are not concerned with the process of CRIMES reporting below, this is only to generate a report.

1. Return to your PC and get to the CMS Main Menu of Figure 5.7.

2. Enter "03" for printed reports. The Incident Reports menu will be displayed. Press "01" for Offense Report. Type in your password and press <Enter>. The Report Selection menu (see Figure 6.2) will appear.

Notice the Program name "CMS301" in the top left corner under System name. This is important because this program will be doing the printing and you need to know its name to find it.



```
==========================================================================
System: CHIEFS            Crimes Management System                 INS03S2
Progrm: CMS301          .Offense.-.. Report.Selection
==========================================================================
                    01 ALACHUA.COUNTY.SHERIFF'S.OFFICE.........

 Select Report Option====> 0          1) Selection By Occurrence Date.
                                        2) Selection By Incident Number.
                                        3) Selection By Name Lookup.
                                        4) Selection By Property Lookup.
                                        5) Selection By Vehicle Lookup.

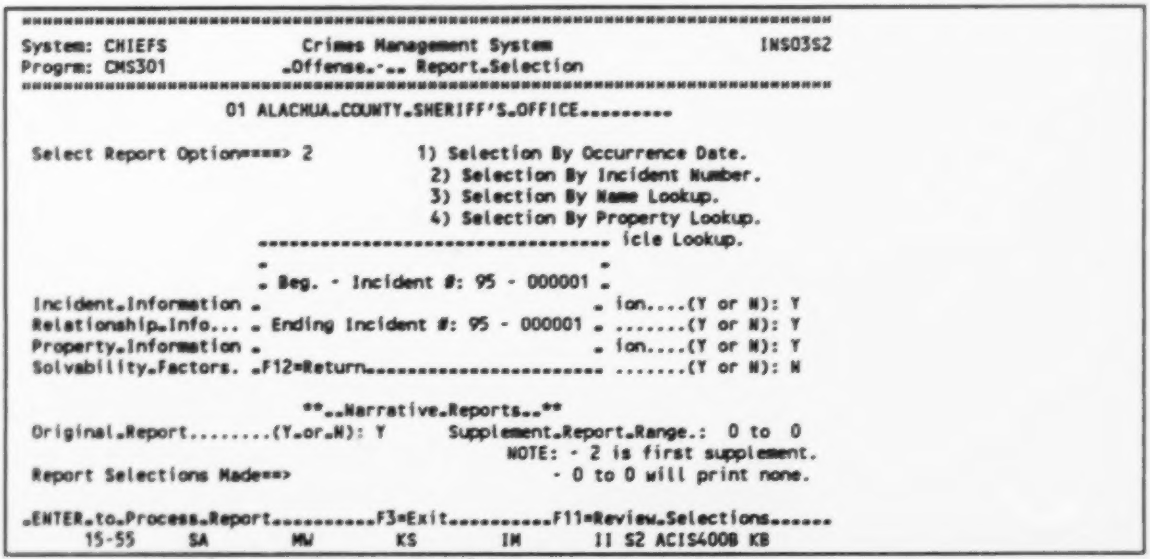
                          **.Report.Selection.Options.**
 Incident.Information...(Y.or.N): Y      Offense.information....(Y.or.N): Y
 Relationship.Info......(Y.or.N): Y      Name.Selection.........(Y.or.N): Y
 Property.Information...(Y.or.N): Y      Vehicle.Information....(Y.or.N): Y
 Solvability.Factors....(Y.or.N): N      Case.Management........(Y.or.N): N

                           **..Narrative.Reports..**
 Original.Report........(Y.or.N): Y      Supplement.Report.Range.:  0 to  0
                                              NOTE: - 2 is first supplement.
 Report Selections Made==>                         - 0 to 0 will print none.

.ENTER.to.Process.Report..........F3=Exit..........F11=Review.Selections......
      07-29      SA         MW         KS          IM        II S2 ACIS400B KB
```

Figure 6.2 : Report Selection Menu

3. Enter "2" to select by incident number and press <ENTER>. A "pop-up box" will appear to enter the incident number. Enter 95-000001 for beginning and end as shown below. IT MUST HAVE A BEGINNING AND ENDDING CR# (as shown in Figure 6.3)!!!



```
==========================================================================
System: CHIEFS            Crimes Management System                 INS03S2
Progrm: CMS301          .Offense.-.. Report.Selection
==========================================================================
                    01 ALACHUA.COUNTY.SHERIFF'S.OFFICE.........

 Select Report Option====> 2          1) Selection By Occurrence Date.
                                        2) Selection By Incident Number.
                                        3) Selection By Name Lookup.
                                        4) Selection By Property Lookup.
                       ================================ icle Lookup.
                       .                              .
                       . Beg. - Incident #: 95 - 000001 .
 Incident.Information .                              . ion....(Y or N): Y
 Relationship.Info... . Ending Incident #: 95 - 000001 . .......(Y or N): Y
 Property.Information .                              . ion....(Y or N): Y
 Solvability.Factors. .F12=Return.................... .......(Y or N): N

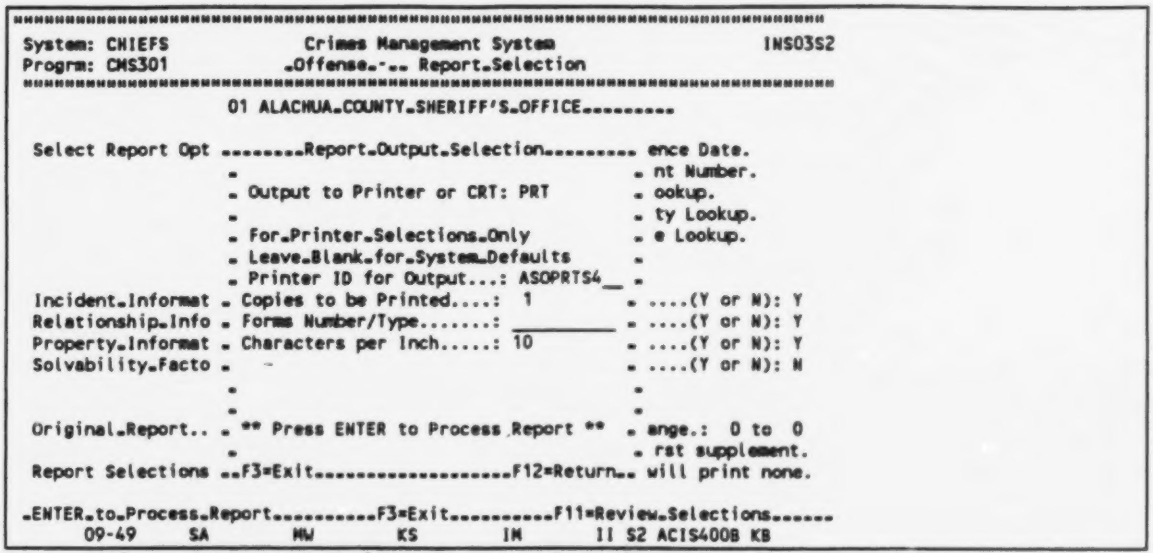
                           **..Narrative.Reports..**
 Original.Report........(Y.or.N): Y      Supplement.Report.Range.:  0 to  0
                                              NOTE: - 2 is first supplement.
 Report Selections Made==>                         - 0 to 0 will print none.

.ENTER.to.Process.Report..........F3=Exit..........F11=Review.Selections......
      15-55      SA         MW         KS          IM        II S2 ACIS400B KB
```

Figure 6.3 : Incident Number Entry

4. Press <Enter> and the box is removed. Press <Enter> again to process report (just like the directions say on the bottom of the screen). Another pop-up box appears to select printer ID (see Figure 6.4). If your are at the Sheriff's Main Office, enter "ASOPRTS4" for printer-id and press <Enter>.

Sometimes another box comes up to enter passwords to unlock narratives> If this should happen, press <Enter> to bypass it.



```
################################################################################
System: CHIEFS             Crimes Management System                    INS03S2
Progrm: CMS301            .Offense.-.. Report.Selection
################################################################################
                   01 ALACHUA.COUNTY.SHERIFF'S.OFFICE.........

 Select Report Opt ........Report.Output.Selection.......... ence Date.
                   .                                       . nt Number.
                   . Output to Printer or CRT: PRT         . ookup.
                   .                                       . ty Lookup.
                   . For.Printer.Selections.Only           . e Lookup.
                   . Leave.Blank.for.System.Defaults       .
                   . Printer ID for Output...: ASOPRTS4__  .
 Incident.Informat . Copies to be Printed....:  1          . ....(Y or N): Y
 Relationship.Info . Forms Number/Type.......: __________  . ....(Y or N): Y
 Property.Informat . Characters per Inch.....: 10          . ....(Y or N): Y
 Solvability.Facto .   -                                   . ....(Y or N): N
                   .                                       .
                   .                                       .
 Original.Report.. . ** Press ENTER to Process Report **   . ange.:  0 to  0
                   .                                       . rst supplement.
 Report Selections ..F3=Exit..................F12=Return.. will print none.

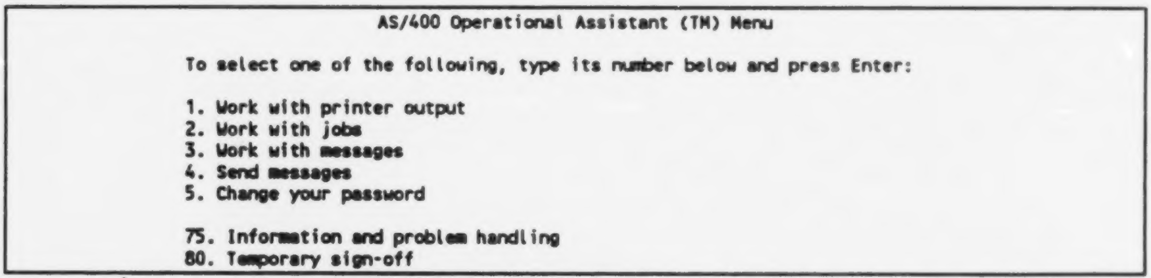
.ENTER.to.Process.Report..........F3=Exit..........F11=Review.Selections......
      09-49      SA        MW        KS        IM        II S2 ACIS400B KB
```

Figure 6.4 : Printer ID Selection

5. Notice how the user can control where the output will print when working with reports versus printscreens.

TASK 6.3 : WORKING WITH SPOOLED FILES [S]

1. A report has just been submitted. **To find the report, press <Esc>**. Note the very important Operational Assistant Menu (Figure 6.5).



```
                         AS/400 Operational Assistant (TM) Menu

            To select one of the following, type its number below and press Enter:

            1. Work with printer output
            2. Work with jobs
            3. Work with messages
            4. Send messages
            5. Change your password

            75. Information and problem handling
            80. Temporary sign-off
```

Figure 6.5 : Operational Assistant Menu

2) From this menu, you will select **"1. Work with printer output"** and press **<Enter>**.

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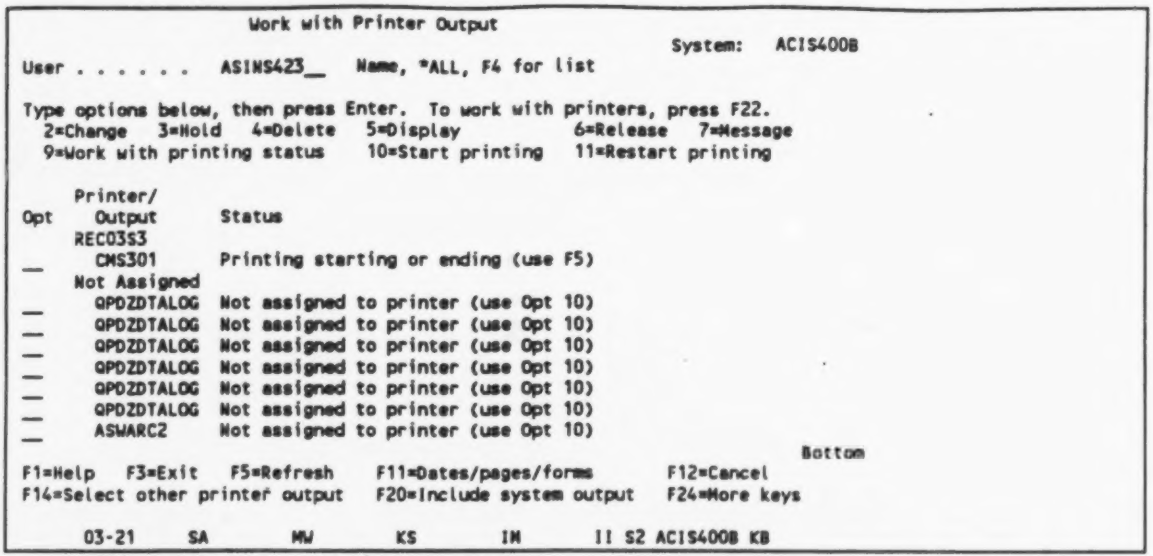
3. One of two screens will now appear. If your screen looks like Figure 6.8, skip to step 4. However, if your screen looks like Figure 6.6, press the F21 key (Shift and F9 together) to changed your assistance level.



```
                        Work with Printer Output
                                                          System:   ACIS400B
User . . . . . .   ASINS423__   Name, *ALL, F4 for list

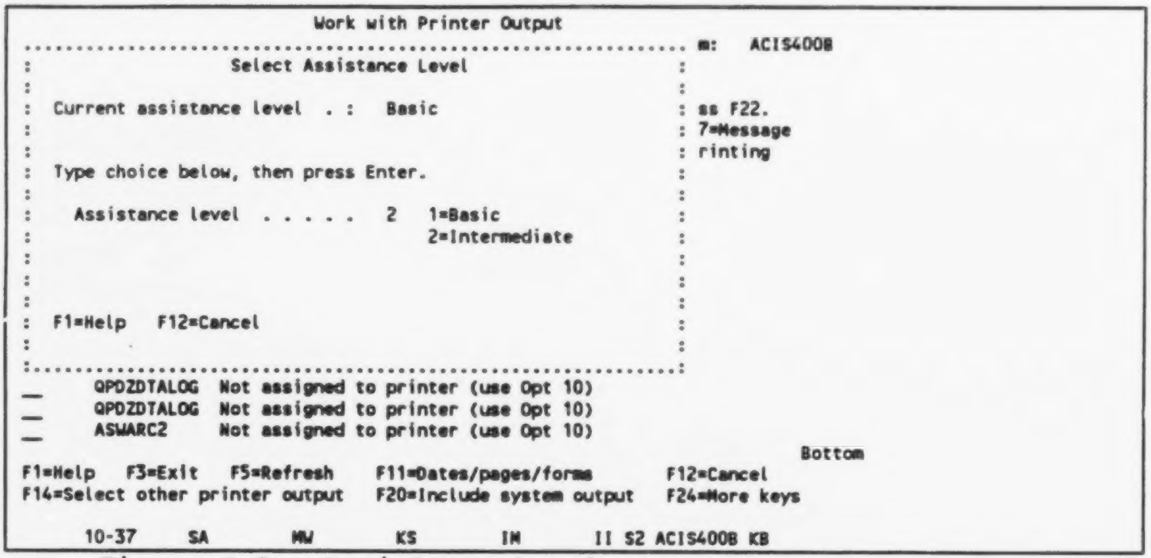
Type options below, then press Enter.  To work with printers, press F22.
  2=Change   3=Hold   4=Delete   5=Display          6=Release   7=Message
  9=Work with printing status    10=Start printing   11=Restart printing

     Printer/
Opt   Output       Status
     REC03S3
 _     CMS301      Printing starting or ending (use F5)
     Not Assigned
 _     QPDZDTALOG  Not assigned to printer (use Opt 10)
 _     QPDZDTALOG  Not assigned to printer (use Opt 10)
 _     QPDZDTALOG  Not assigned to printer (use Opt 10)
 _     QPDZDTALOG  Not assigned to printer (use Opt 10)
 _     QPDZDTALOG  Not assigned to printer (use Opt 10)
 _     QPDZDTALOG  Not assigned to printer (use Opt 10)
 _     ASWARC2     Not assigned to printer (use Opt 10)
                                                                      Bottom
F1=Help   F3=Exit   F5=Refresh    F11=Dates/pages/forms       F12=Cancel
F14=Select other printer output   F20=Include system output   F24=More keys

     03-21     SA        MW        KS        IM        II S2 ACIS400B KB
```

Figure 6.6 : Printer Screen

In the Pop_Up box, select "2" and press <Enter>.

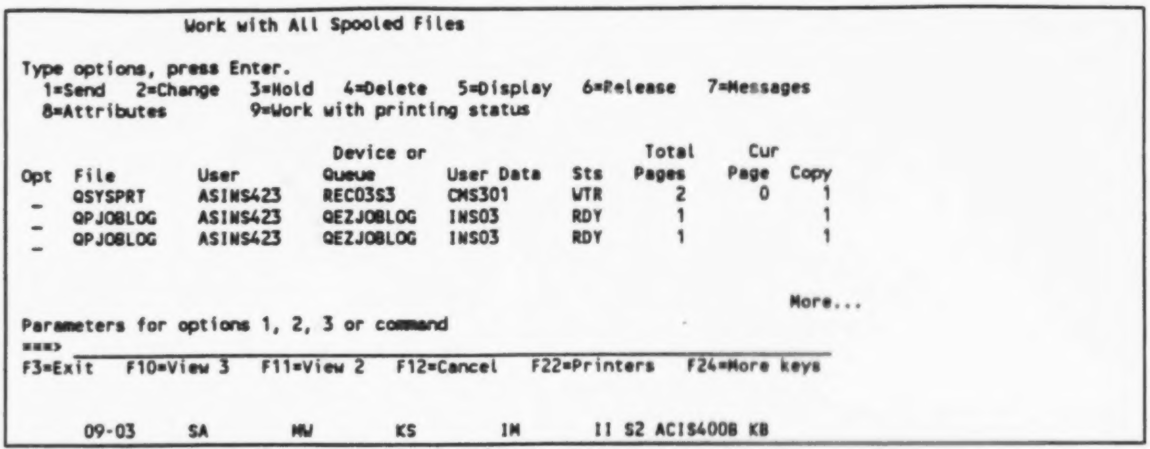


```
                             Work with Printer Output
............................................................. m:   ACIS400B
:                      Select Assistance Level               :
:                                                            :
:  Current assistance level  . :   Basic                     : ss F22.
:                                                            : 7=Message
:                                                            : rinting
:  Type choice below, then press Enter.                      :
:                                                            :
:    Assistance level . . . . .   2   1=Basic                :
:                                     2=Intermediate         :
:                                                            :
:                                                            :
:                                                            :
:  F1=Help   F12=Cancel                                      :
:                                                            :
:............................................................:
 _     QPDZDTALOG  Not assigned to printer (use Opt 10)
 _     QPDZDTALOG  Not assigned to printer (use Opt 10)
 _     ASWARC2     Not assigned to printer (use Opt 10)
                                                                      Bottom
F1=Help   F3=Exit   F5=Refresh    F11=Dates/pages/forms       F12=Cancel
F14=Select other printer output   F20=Include system output   F24=More keys

     10-37     SA        MW        KS        IM        II S2 ACIS400B KB
```

Figure 6.7 : Assistance Level

4) The next screen that will be displayed is the spooled files screen. This is the screen that will show any jobs you have submitted to be printed. This will also show any JOBLOGS that are in the system to be deleted. This is what the screen will look like:



```
                 Work with All Spooled Files

Type options, press Enter.
  1=Send   2=Change   3=Hold   4=Delete   5=Display   6=Release   7=Messages
  8=Attributes         9=Work with printing status

                                Device or                        Total     Cur
Opt  File         User         Queue        User Data   Sts     Pages     Page  Copy
 _   QSYSPRT      ASINS423     REC03S3      CMS301      WTR         2        0     1
 _   QPJOBLOG     ASINS423     QEZJOBLOG    INS03       RDY         1              1
 _   QPJOBLOG     ASINS423     QEZJOBLOG    INS03       RDY         1              1

                                                                              More...
Parameters for options 1, 2, 3 or command
===> ____________________________________________________________________________
F3=Exit   F10=View 3   F11=View 2   F12=Cancel   F22=Printers   F24=More keys


     09-03     SA        MW        KS        IM        II S2 ACIS400B KB
```

Figure 6.8 : Spooled Files Screen

5. There are three files listed in Figure 6.8. When a report is generated on the AS/400, they become **spool files.** But reports can come from other sources besides the user programs. **Users must be able to identify their reports** they want printed. Here, you see the **"USER DATA"** noting that your PC (INS03) generated two joblog reports for your print requests. The operating system does this as part of its duties of monitoring all activities.

NOTE : =====> A program (CMS301) has some "user data" which is the report we generated. Remember that this is the program name in the top left of the menu where you printed from (see Task 6.2.2).

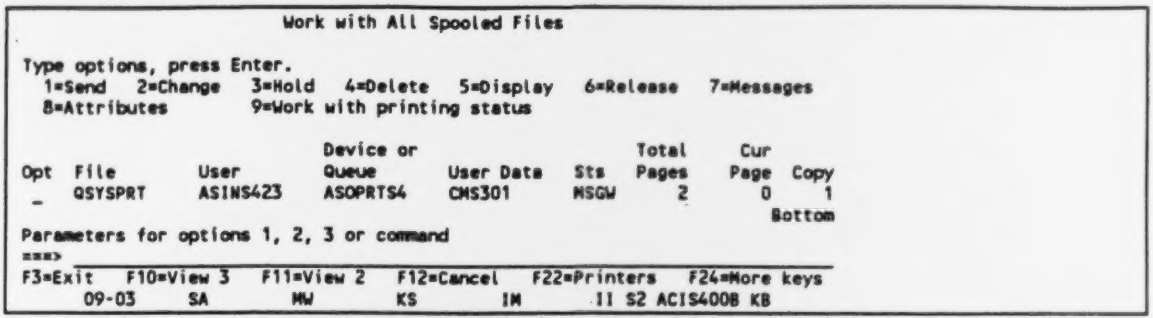
Note that it is for device "REC03S3" which is the printer OUTQ selected by the user. The other device (QEZJOBLOG) is for a file called "QBJOBLOG". It is important (and a little tricky) to recognize which is your report.

6. If the Sts column reads "Wtr" as above, go to the BIG PRINTER and check for your output. If some other message occurs, go to the corresponding TASK 4, 5, or 6 , below.

TASK 6.4 : EXAMPLE OF WORKING WITH MESSAGE WAITING STATUS [S]

The Sts column gives the information of the status of the file. This tells the user what is happening to their spool file as it becomes a printer report.

1. Below is an example of a *Sts* **line** (status line) with a "MSGW" **for the spool file (report)** (see Figure 6.9). This means that a message needs to be answered.



```
                          Work with All Spooled Files

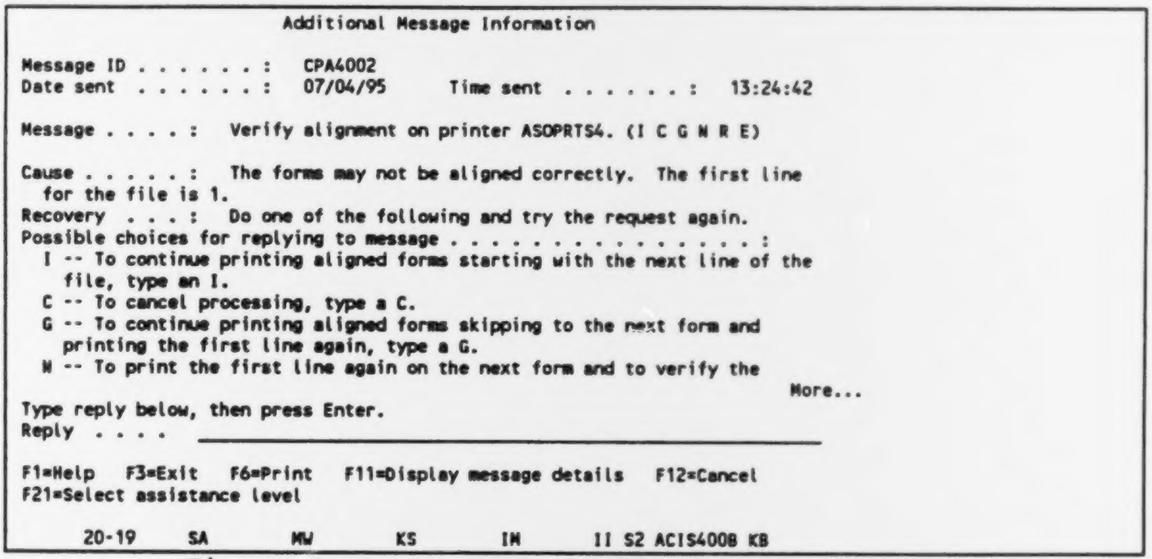
Type options, press Enter.
  1=Send   2=Change   3=Hold   4=Delete   5=Display   6=Release   7=Messages
  8=Attributes        9=Work with printing status

                              Device or                        Total      Cur
Opt  File        User         Queue       User Data   Sts     Pages     Page  Copy
 _   QSYSPRT     ASINS423     ASOPRTS4    CMS301      MSGW        2         0     1
                                                                          Bottom
Parameters for options 1, 2, 3 or command
===> ____________________________________________________________________________
F3=Exit   F10=View 3   F11=View 2   F12=Cancel   F22=Printers   F24=More keys
     09-03     SA          MW          KS          IM        II S2 ACIS400B KB
```

Figure 6.9 : Message Waiting Example

2. This must be answered before the system will print the report. This is holding all print jobs that came in behind yours To answer the message, put a "7" in front of that print job and press **<Enter>**.

3. It will then list the reason that there is a message. It might say that the correct size forms are not loaded (as in Figure 6.10 below) . Another message might be to check the alignment to confirm the paper is starting at the right place.



```
                       Additional Message Information

Message ID . . . . . . :   CPA4002
Date sent  . . . . . . :   07/04/95      Time sent  . . . . . . :   13:24:42

Message . . . . :   Verify alignment on printer ASOPRTS4. (I C G N R E)

Cause . . . . . :   The forms may not be aligned correctly.  The first line
  for the file is 1.
Recovery  . . . :   Do one of the following and try the request again.
Possible choices for replying to message . . . . . . . . . . . . . . . :
  I -- To continue printing aligned forms starting with the next line of the
    file, type an I.
  C -- To cancel processing, type a C.
  G -- To continue printing aligned forms skipping to the next form and
    printing the first line again, type a G.
  N -- To print the first line again on the next form and to verify the
                                                                      More...
Type reply below, then press Enter.
Reply  . . . .   ____________________________________________________________

F1=Help   F3=Exit   F6=Print   F11=Display message details   F12=Cancel
F21=Select assistance level

     20-19     SA          MW          KS          IM        II S2 ACIS400B KB
```

Figure 6.10 : Message Reply

Type G and press **Enter** twice. It should return you to the above screen (Figure 6.9). Then press **F5** to update the status.

4. The status of the print job will then change from "MSGW" to "WTR" (as in Figure 6.8), which means that it is writing the file (the file is being sent to the printer).

5. Keep pressing F5 until the print job is removed from the screen. Once it disappears from the screen, it is in the network (not the AS/400 but the ACSO network) and should print soon.

TASK 6.5 : CHANGING PRINTER ID'S (RDY STATUS)

Besides "MSGW" and "WTR" another Sts message could be **"RDY"** which means that the job is ready to print. It may be waiting for its turn to print OR it is not assigned to an active print queue. If they are waiting for their turn to print, they may be after someone elses print job that is waiting for a message to be answered.

1) Put a "9" in front of the report output with a "RDY" status and press enter. It will tell you what the job is waiting on.

2) If the job is not associated with a started printer, the user must assign the print job to an OUTQ with an active printer that has been started. Put a "2" in front of the job and press <Enter>.

3) Then type the printer ID of a working OUTQ (printer session) and press enter. It will return you to the spooled output screen. Press F5 to watch the status change.

TASK 6.6 : RECOGNIZING OPEN STATUS PROBLEMS

Besides "MSGW", "WTR", and "RDY", the status could be **"OPN"**. This represents an open status of the file, which could mean that the file is still being created. Keep hitting F5 until the status of the file changes to RDY, WTR, or MSGW.

OR it could mean that the report is in error (continually reporting bad data). Note the number of pages, especially if something simple, like the invalid address log, is taking a long time to be created. A very large number of pages will indicate that something is wrong with the way the job was requested. If this is the case, delete the file (with a "4") and re-submit it. It can be deleted just like the joblogs below.

TASK 6.7 : DELETING PRINT JOBLOGS

Users who do alot of printing (like Records Technicians) should check their printer output status several times per day, not just when printing. The reason for this is that the computer automatically generates messages called **JOBLOGS** that show up in the printer output status screen.

Periodically, users should delete these **JOBLOGS** out of the system, to avoid getting them confused with actual print jobs.

The procedure would be:

1. Anything that contains the word *JOBLOG* in any context should be deleted. You delete these jobs by putting a **4** in front of the log you want to delete and pressing **ENTER**.

2. The computer will then prompt you to make sure that you really want to delete it. If so, press **ENTER** again.

The screen of Figure 6.8 shows two JOBLOG's, which will be deleted by putting a **4** in front of them, and pressing **Enter** twice.

TASK 6.8 : EXITING THE OPERATIONAL ASSISTANT [8]

1) Once the spooled file screen says **(No spooled output files)**, press **"F12"** twice to return to CRIMES.

LEARNING OBJECTIVES REVIEW

Make sure you are familiar with the topics below before testing your knowledge of Lesson 6 with the following questions.

AS/400 printscreens.
AS/400 reports.
OUTQ's.
ASOPRTS4.
Print job status.
Message generation.
Printer session screens.
Spooled files.

How to determine printer session name.
How to determine if a printer session is active.
How to access the Operational Assistant.
How to work with printer output.
How to recognize user report from user joblogs.
How to work with and answer message waiting status.
How to work with ready status and change to a started printer.
How to recognize when the open status may be a report in error.
How to delete joblogs.

1) The AS/400 OUTQ for a network printer is determined by the :

a) session 1 system name
b) printer session name of attached PC
c) printscreen default queue of user group
d) network print queue

2) The network printer that receives a printscreen from the AS/400 is determined by the :

a) printer name in the users printer session
b) printer name for the users network group
c) session system name
d) printer enterred by user

3) The printer that receives an AS/400 report is determined by:

a) printer name in the users printer session
b) printer name for the users network group
c) session system name
d) printer entered by user

4) What key combination brings up the Operational Assistant ?

a) Esc   b) Ctl Alt Delete   c) Alt Esc   d) F5   e) OpAt

5) Which of the following might be the situation for a message waiting status?

a) someone has sent mail to you
b) a report is being generated in error (too long)
c) the printer may have an alignment problem
d) the OUTQ is not associated with a started printer

6) Which of the following might be the situation for an open status?

a) someone has sent mail to you
b) a report is being generated in error (too long)
c) the printer may have an alignment problem
d) the OUTQ is not associated with a started printer

7) Which of the following might be the situation for a ready status?

a) someone has sent mail to you
b) a report is being generated in error (too long)
c) the printer may have an alignment problem
d) the OUTQ is not associated with a started printer

8) To print an AS/400 report to a remote network printer, the attached PC to that printer must be:

a) powered on
b) powered on and connected to the AS/400
c) powered on and connected and signed on to the AS/400
d) powered on and logged in to the network

LESSON 7 : NIXDORF

LEARNING GOAL : To understand how to get to NIXDORF and to access the Warrants program.

The NIXDORF system is where the ACTIVE warrant files are located. There is also a BACKUP warrant program on the AS/400. If the Nixdorf system is not available because the system is down, specific users can go to the backup program on the AS/400.

ACSO IS users have two possible ways of getting to the Nixdorf system. One way is a direct connection (see System Connection 6 in Figure 1.2). Not all PC's can have the direct connection because of current limitations. If a user has the direct connection version, they will be able to see the "NIXDORF" selection on the applications menu when selected from the ACSO Main Menu.

The other way is through the AS/400 menu. This means that the users must first sign on to the AS/400 for this "indirect" type of access. The user then selects a menu option to connect to Nixdorf from the AS/400. Note that this AS/400 access is NOT the AS/400 backup warrants program.

The NIXDORF system is very different from the AS/400. It is more "restrictive" and speaks a different language than the AS/400's. Furthermore, all the rules and command keys are different. Now it's important to check if commands are supposed to be in lower or upper case. When coming from the AS/400, users can feel like strangers in a strange land. It is very important to read the directions at the bottom of the screen. The exercise below will boint out most of the need to know skills for working in NIXDORF.

EXERCISE 7 : WARRANTS CHECK

TASK 7.1 : The Direct NIXDORF Connection

1) Login to the ACSO network. Select the Applications Menu by pressing "2". Press "N" to check if your PC has a direct connection.

If no connection occurs, then you have an "indirect" connection through the AS/400 and need to skip Task 7.1 and go to Task 7.2.

2) The system responds with the **NIXDORF LOGIN PROMPT [K]** below.

```
UNIX(r) System V Release 4.1 (rm600)

login:
```

3) Type your login which is of the form **aso??? [K]** where "???" is your ASCO id number. Note the login has to be in **LOWER CASE [K]** (small letters). Then press <Enter>.

4) You will then be prompted to enter your **Password** and press <Enter>.

If you have this type of connection, skip to Task 7.3.

TASK 7.2 : The Indirect NIXDORF Connection

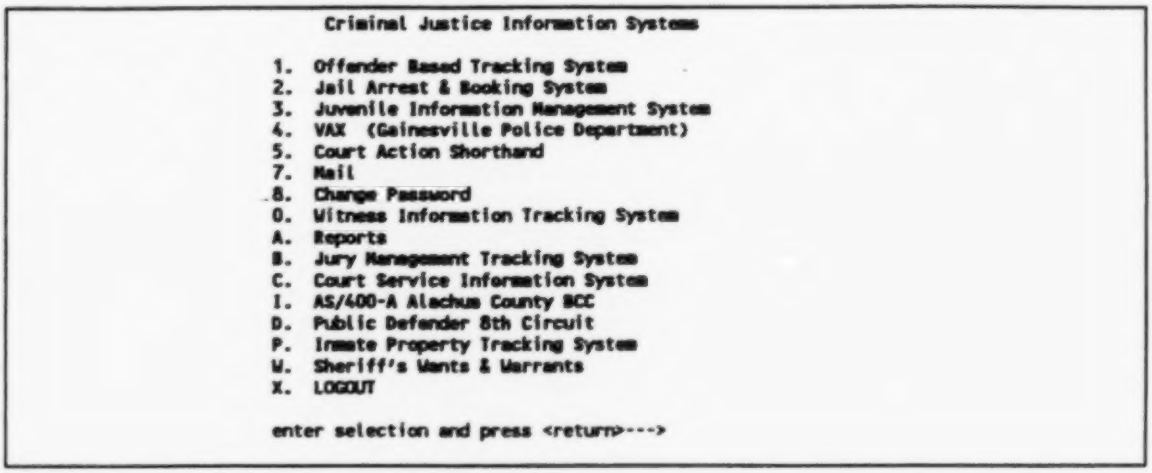
1. Skip Task 7.2 if you have the direct connection as illustrated in Task 7.1 above. Otherwise, access the AS/400 and sign-on.

2. Type "NX" and press <Enter>.

3. You will see the Nixdorf login prompt as in Task 7.1.2 above. Follow the steps in Task 7.1.3 and 7.1.4.

TASK 7.3 : Warrants Main Menu

1) You will now be at the *Criminal Justice Information Systems Main Menu [K]*. It looks like this:



```
                 Criminal Justice Information Systems

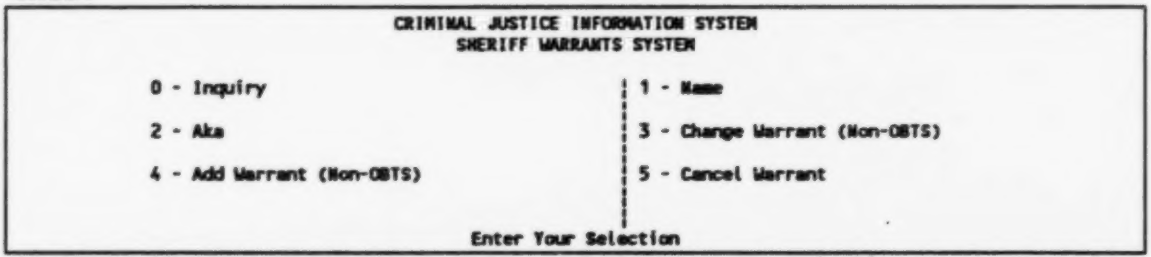
         1.  Offender Based Tracking System
         2.  Jail Arrest & Booking System
         3.  Juvenile Information Management System
         4.  VAX  (Gainesville Police Department)
         5.  Court Action Shorthand
         7.  Mail
         8.  Change Password
         O.  Witness Information Tracking System
         A.  Reports
         B.  Jury Management Tracking System
         C.  Court Service Information System
         I.  AS/400-A Alachua County BCC
         D.  Public Defender 8th Circuit
         P.  Inmate Property Tracking System
         W.  Sheriff's Wants & Warrants
         X.  LOGOUT

         enter selection and press <return>--->
```

NOTE : Now, you must **TURN YOUR CAPS ON !!!!** The **CJIS program expects upper case user responses** [C]. This is important because all searches are in upper case. If you do not enter all upper letters then you may not get a record when there is one.

2) Type **"W"** to select Sheriff's Wants & Warrants and press <Enter>.

3) The *Warrants Main Menu [K]* will be displayed. It looks like this:



```
                   CRIMINAL JUSTICE INFORMATION SYSTEM
                         SHERIFF WARRANTS SYSTEM

     0 - Inquiry                          | 1 - Name
                                          |
     2 - Aka                              | 3 - Change Warrant (Non-OBTS)
                                          |
     4 - Add Warrant (Non-OBTS)           | 5 - Cancel Warrant
                                          |
                           Enter Your Selection
```

4) VERY IMPORTANT POINT =====> If you have an indirect connection as in Task 7.2 above, then use <F11> [K] to "enter" your response. So, if you connected via the AS/400, type "0" for Inquiry and press <F11>. If you connected directly, then just press "0".

The rest of this exercise assumes you have an indirect connection and need <F11>. If you are directly connected, follow the instructions as listed, EXCEPT when the instructions say to press F11 do not press any keys.

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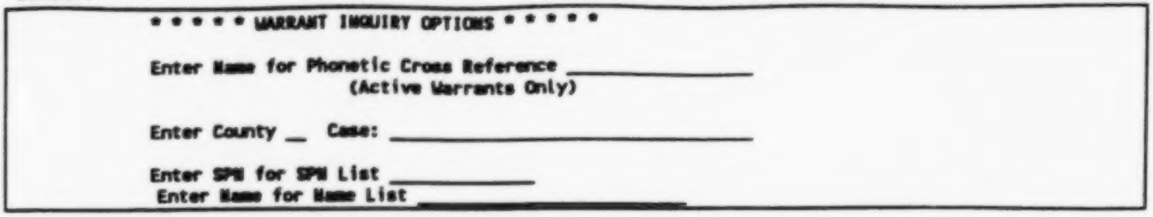
TASK 7.4 : Warrant Inquiry Options

1) The *Warrant Inquiry Screen* will be displayed. It looks like this:



```
* * * * * WARRANT INQUIRY OPTIONS * * * * *

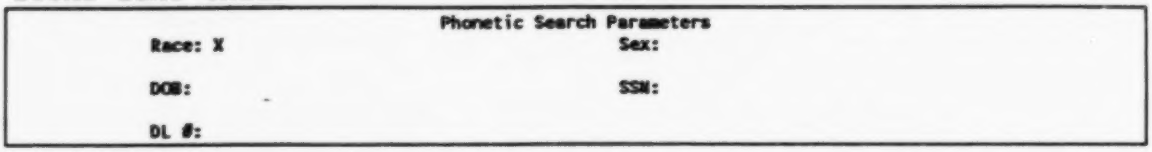
Enter Name for Phonetic Cross Reference ______________
                 (Active Warrants Only)

Enter County _  Case: ____________________

Enter SPN for SPN List __________
 Enter Name for Name List ______________
```

2) Type in the last name of the individual, followed by a comma, and followed by the first initial. Remember, use upper case. For example, "SMITH, J". Then, press <Enter>.

3) The *Phonetic Search Parameters Screen* will be displayed. It looks like this:



```
                    Phonetic Search Parameters
Race: X                                  Sex:

DOB:                                     SSN:

DL #:
```

4) Type "X" and press <F11>.

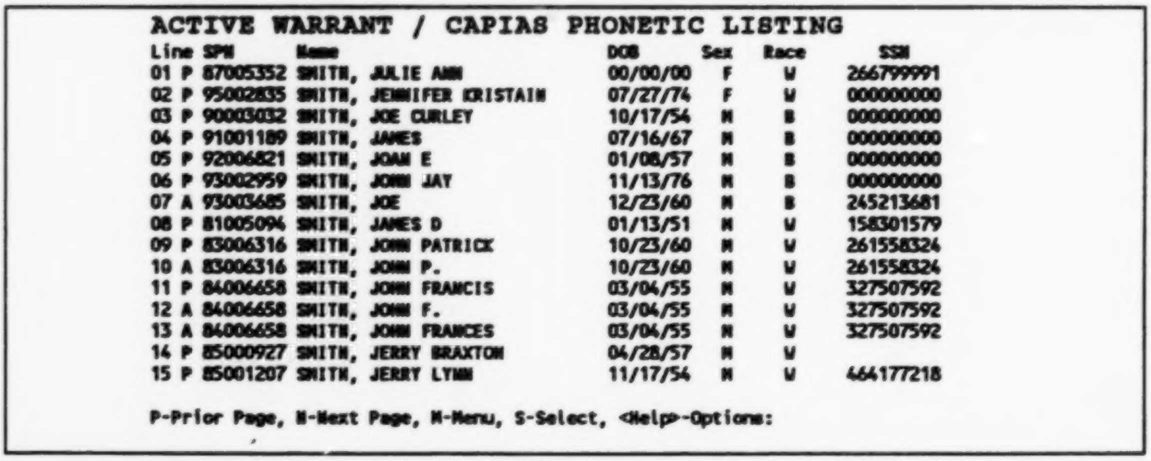
5) One of two things will happen:

If there are no names in the computer similar to the one entered, the computer will display a message stating that no matches were found:

NO FIRST MATCH FOUND ON PHONETIC PARAMETERS.
When this happens, press <Enter>. Then press <F1> [K].
This will return you to the *Warrant Inquiry Screen.*

OR

The computer will display a list of names similar to the one you requested. The first 15 names will be displayed. CAREFULLY CHECK EACH NAME, AS THEY DO NOT ALWAYS APPEAR IN ALPHABETICAL ORDER! A list for John F. Smith would appear similar to this:



```
ACTIVE WARRANT / CAPIAS PHONETIC LISTING
Line SPN      Name                          DOB       Sex  Race     SSN
01 P 87005352 SMITH, JULIE ANN              00/00/00   F    W    266799991
02 P 95002835 SMITH, JENNIFER KRISTAIN      07/27/74   F    W    000000000
03 P 90003032 SMITH, JOE CURLEY             10/17/54   M    B    000000000
04 P 91001189 SMITH, JAMES                  07/16/67   M    B    000000000
05 P 92006821 SMITH, JOAN E                 01/08/57   M    B    000000000
06 P 93002959 SMITH, JOHN JAY               11/13/76   M    B    000000000
07 A 93003685 SMITH, JOE                    12/23/60   M    B    245213681
08 P 81005094 SMITH, JAMES D                01/13/51   M    W    158301579
09 P 83006316 SMITH, JOHN PATRICK           10/23/60   M    W    261558324
10 A 83006316 SMITH, JOHN P.                10/23/60   M    W    261558324
11 P 84006658 SMITH, JOHN FRANCIS           03/04/55   M    W    327507592
12 A 84006658 SMITH, JOHN F.                03/04/55   M    W    327507592
13 A 84006658 SMITH, JOHN FRANCES           03/04/55   M    W    327507592
14 P 85000927 SMITH, JERRY BRAXTON          04/28/57   M    W
15 P 85001207 SMITH, JERRY LYNN             11/17/54   M    W    464177218

P-Prior Page, N-Next Page, M-Menu, S-Select, <Help>-Options:
```

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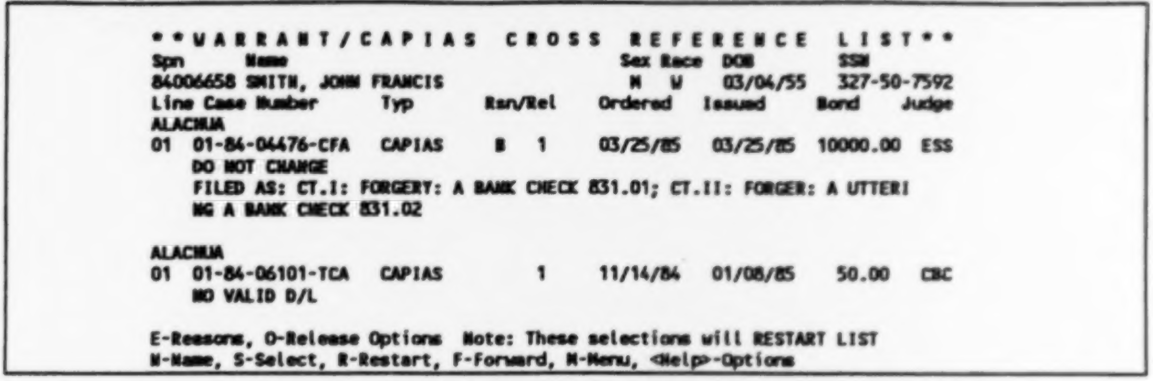
To go to the next screen, type "N" and press <F11>.

To return to the *Warrant Inquiry Screen*, press <F1>.

6) To select a name to view the warrants, type "S" and press <F11>. You will be asked for the line number. Type the line number and press <F11>. The warrant or summons information for that person will appear. A typical warrant screen looks like this:



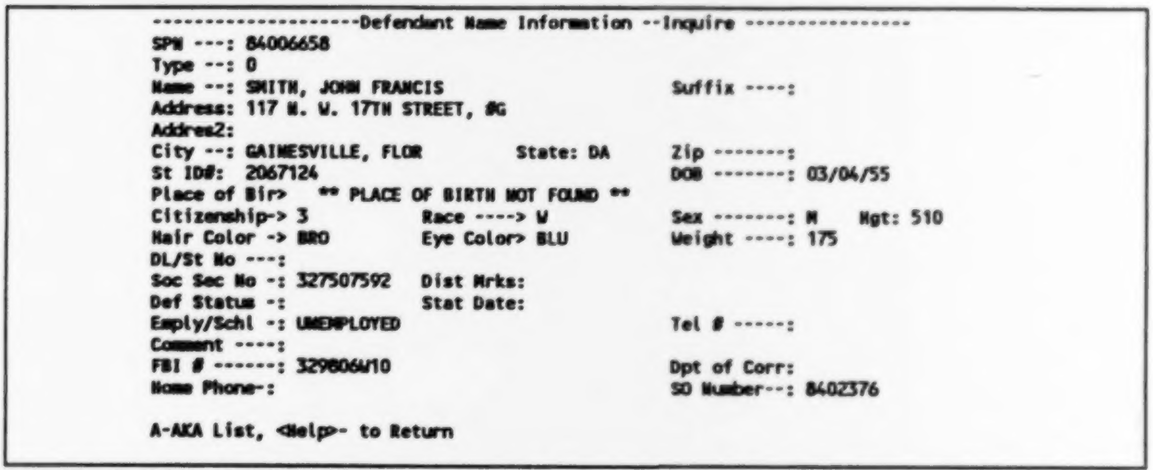
```
**WARRANT/CAPIAS CROSS REFERENCE LIST**
Spn      Name                              Sex Race  DOB       SSN
84006658 SMITH, JOHN FRANCIS                M   W    03/04/55  327-50-7592
Line Case Number      Typ      Rsn/Rel   Ordered   Issued    Bond     Judge
ALACHUA
01   01-84-04476-CFA  CAPIAS    B   1    03/25/85  03/25/85  10000.00 ESS
     DO NOT CHANGE
     FILED AS: CT.I: FORGERY: A BANK CHECK 831.01; CT.II: FORGER: A UTTERI
     NG A BANK CHECK 831.02

ALACHUA
01   01-84-06101-TCA  CAPIAS        1    11/14/84  01/08/85    50.00  CBC
     NO VALID D/L

E-Reasons, O-Release Options  Note: These selections will RESTART LIST
N-Name, S-Select, R-Restart, F-Forward, M-Menu, <Help>-Options
```

To see if there are more warrants for this person, type "F" and press <F11>. Any additional warrant information will be displayed.

7) To look at the Name information on a subject, type "N" and select a line number. The name information for the above individual is as follows:



```
--------------------Defendant Name Information --Inquire ----------------
SPN ---: 84006658
Type --: 0
Name --: SMITH, JOHN FRANCIS                         Suffix ----:
Address: 117 N. W. 17TH STREET, #G
Addres2:
City --: GAINESVILLE, FLOR         State: DA         Zip -------:
St ID#:  2067124                                     DOB -------: 03/04/55
Place of Bir>    ** PLACE OF BIRTH NOT FOUND **
Citizenship-> 3           Race ----> W               Sex -------: M    Hgt: 510
Hair Color -> BRO         Eye Color> BLU             Weight ----: 175
DL/St No ---:
Soc Sec No -: 327507592   Dist Mrks:
Def Status -:             Stat Date:
Emply/Schl -: UNEMPLOYED                             Tel # -----:
Comment ----:
FBI # ------: 329806W10                              Dpt of Corr:
Home Phone-:                                         SO Number--: 8402376

A-AKA List, <Help>- to Return
```

8) To look at the AKA's for this person, type "A" and press <F11>.

9) To exit, press <F1> until you return to the Warrant Information Screen. Also, note the "M=Menu" at the bottom of the screen. This will take you back to the inquiry menu.

TASK 7.5 : Exiting Nixdorf

1) To Exit out of Nixdorf, press <F1> until you are at the *Criminal Justice Information Systems Main Menu.*

2) Type "X" and press <Enter>.

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LEARNING OBJECTIVES REVIEW

Make sure you are familiar with the topics below before testing your knowledge of Lesson 7 with the following questions.

Direct Nixdorf Connection
Indirect Nixdorf Connection
Active Warrants Program
Backup Warrants Program
Nixdorf Login Prompt
Lower case versus upper case
F1
F11

1) All of the following are true about direct connections to Nixdorf except which :

   a) use the ACSO Main Menu
   b) faster
   c) need to sign-on the AS/400
   d) accesses the active warrant files

2) If the Nixdorf system is down, which of the following is true ?

   a) active warrant files can be accessed directly
   b) active warrant files can be accessed indirectly by the AS/400
   c) backup warrant files can be accessed by the ACSO Main Menu
   d) backup warrant files can be accessed by the AS/400 backup program

3) The exit or return key in Nixdorf is :

   a) F1 b) F3 c) F11 d) Alt Esc e) Ctrl Alt Del

4) The login prompt most like the Nixdorf login is :

   a) 789 b) asrec789 c) ASO789 d) aso789

5) The key used to signify the completion of a menu selection in indirect Nixdorf is :

   a) F1 b) F3 c) F11 d) Alt Esc e) Ctrl Alt Del

LESSON 8 : FAQ's (Frequently Asked Questions)

LEARNING OBJECTIVE : To present the Frequnetly Asked Questions that are nice to know but not need to know.

These FAQ's are for users who want to learn how to help themselves and others. New FAQ's will be added as new situations occur.

1) How in the world can users be expected to remember so many passwords?

Write them down in a safe place that only you know of. Soon you will remember them like often used phone or ATM numbers. Alot of users don't write them down and soon forget them. Then the IS medical staff is contacted for emergency work. Once you have memorized them, the paper should be destroyed.

Also, consider a code, like writing them down backward or some other way. Then, it's not as dangerous if someone should find your list.

	SIGNON	PASSWORD
Network	789	???
AS/400 Connection	ASDET789	????
ACIS400B	ASDET789	?????
ACIS400A	ASDET789	??????
Nixdorf	as789	?????
Chiefs		????

2) Why can't everyone have printers ?

The concept of shared printers means that network users can have access to small, big, bubble, laser, and other printers instead of just one. The concept of a limited budget means that there exists only a certain amount of money to invest in IS infrastructure. We have mandates from county and state to upgrade our system (newer PC's, Window programs, AS/400's, etc). People who make the budget decisions decide accordingly.

However, there are always special user needs that warrant different circumstances. These must be considered accordingly through the chain of command.

3) I need a better computer.

Ask your supervisor to buy you one. IS has no unused equipment. IS budgets for the ACSO system, not individual user needs.

4) Why can't we have Windows?

Because of RAM cram. But, IS projects Windows will be available in 1996 if the budget allows for new technology (both hardware and expensive software interfaces) .

5) What is RAM cram?

Limited memory in today's PC is used by assorted system software for the connections to the many different systems of the ACSO IS. Its like putting 10 pounds of crackers in a 5 pound cracker box.

6) When will training be offered on the applications ?

It is suggested each department budget for some of the classic easy-to-learn books from any bookstore. A favorite series in DOS for Dummies, Wordperfect for Dummies, etc.

7) Can personal data files on a disk be transfered to a user's network directory?

No problem. Please, let IS scan for viruses first.

8) Why can't we have only what we need to do our job or had before the network ?

There is a current revolution occurring in the workplace. It is as significant as when people left the agricultural age for the industrial age. History and society changed forever. We are now leaving the industrial age and entering the Information Age. It's not enough to just work hard (work ethic), we have to **work smart**, with the power tools of the Information Age.

ACSO's mission today demands interaction in this Information Age. IS brings this power to each PC with a standard setup of network tools. Sooner or later, you or the next person at your job will use that power. It takes time to understand all the tools available on the network. But after the initial learning curve, users become empowered to become creative problem solvers for old problems that are unique to their job responsibilites.

9) If it's not an emergency, how do I request to get something changed or fixed ?

Fill out the ABC form and send it to IS. Nothing is considered an official request until an ABC form is received.

The wrong time to approach IS is when they are at your site. It will probably be because of some technical quandry and they are very preoccupied. It will go in one ear and out the other, waste time, and frustrate the askee and the asker (very inefficient and bad for PR). However, with the ABC form, you have a document requesting action. It will be prioritized. Often lower priority requests can be done when we are doing a high priority request, because we know about it and can plan accordingly.

10) Should I turn my computer off ?

Unless otherwise specified, absolutely. Terminal, printer, and computer.

All electronic devices (TV's, computers, etc) only have so many hours before they break down. Leaving them on keeps the fan and power supply running. The heat causes component degradation sooner. Would you leave your TV on when you are at work ?

Also, that absolutely guarantees that you are not in any applications when you left. This is a big no-no. When you leave application files open, a system crash or GRU brown-out could destroy your data. Worse yet, the IS medical staff has to find out who you are if they need to bring the network down to fix it.

11) Why do I loose connections sometimes or have problems signing on ?

There are many possible reasons why system noogies and goobers happen. Systems crash because of GRU brownouts (not enough electrical voltage). Spikes, surges, etc, all cause unpredictable results. Some machines and cards in the machines are more susceptable than others to smaller fluctuations.

These may cause corruption of system files that control your communications. Often, the IS medical staff can only put a band-aid on the problem and wait for the system initialization done once a month to reset everthing at the AS/400.

12) Why should I "exit gracefullly"?

It's kind of like rolling through a stop sign. It seems OK, until something happens (accident or ticket). "Ungraceful exits" (turning off the machine without signing off and stopping the AS/400 connection) can cause corruption of system communication files. These are hard to fix and usually plague the user for weeks until the next system reset.

13) How can I determine the current default print queue for a PC ?

To view your current default printer queue, enter the following command at a network drive command line (see FAQ 20 below) and press <ENTER>:

```
"capture /sh"
```

14) How can I changed my current default printer queue ?

If this needs to be changed, contact your friendly IS department.

15) When I do a printscreen, I get no cursor movement.

Usually this means that the network connection has somehow become changed. The print screen does not know where to send it so no cursor movement can be detected. To fix this, log on to the network from the remote PC and confirm the remote PC attached to the printer is powered on.

16) Still no printer output?

Sometimes when the attached PC is turned on, the printer has been left on all night. When this happens, the printer does not "attach" when the PC is turned on. Just turn the printer off and then on after the PC is already on.

17) What do I do when I loose my AS/400 session connection ?

Get to the ACSO Network Menu and type "3" for the AS/400 menu. Then enter "1" to start work station 1. Check if the connection is remade.

If not, type "r" to return to the ACSO Network Menu and type "S" to stop all AS/400 sessions. Then type "A" to get back in.

18) What can I do when my keyboard freezes up ?

When the computer stops listening to your keyboard, the keyboard "freezes up" or locks up. When it starts behaving this way, do a warm boot and give it an attitude readjustment.

19) What's a warm boot?

A warm boot (soft boot) is where the Alt Ctrl and Del keys are pressed at the same time. This is in contrast to a cold boot (hard boot) when you simply turn off the power. It is preferable to use a warm boot when you can. BUT YOU SHOULD NEVER DO IT UNLESS YOUR KEYBOARD IS FROZEN.

When a warm boot fails to free up the keyboard, give it a cold boot. This will take longer, but never fails to correct a PC with a bad attitude.

20) How can I get to a command line and not logout of the network?

Go to the Applications Menu ("2" on the ACSO Network Menu) and select "D" for command line. Follow the prompts. Be sure to type "EXIT" at the command line to return to the network.

21) How can I tell who is signed on the network at a paticular PC?

Get to a command line and type "whoami" and press <Enter>.

22) What's the big deal about passwords ?

ACSO HAS TO HAVE A SECURE SYSTEM. We will be audited by the state as to our security. There are a group of computer criminals who think they're a bunch of cowboys and live for the thrill of crashing a system, especially State and Federal systems. So, they can get into our system with an easy to figure out password and go to the FCIC and FBI files. So there are strict guidelines we have to follow - mandated by FDLE !

23) How can I delete my report that is being printed because its too long or in error?

Signon to the network and get to a command line. Type "PCONSOLE", cursor to select server, press enter, cursor to select outq, press enter, cursor to the print queue where your report is, press the delete key, hit esc and enter yes until you get back to a command line. Users are authorized to only delete their reports.

24) My word processing report has not printed, how can I check to see what happened to it ?

First, go to your word processing program, press shift and F7 at the same time. Then select "6" to control the printer and see if there is any message as to why your print job is still there. Correct the problem and press "G" for go.

Then the report gets added to the network print queue. It may get stuck here behind print jobs. Check the status with PCONSOLE as in FAQ 23.

25) What is a smiley ?

Smileys are used in E-mail to add a pictorial symbol to describe some emotion. Note the dictionary below.

****

The Unofficial Smilie Dictionary

:-)	Your basic smilie. This smilie is used to inflect a sarcastic or joking statement since we can't hear voice inflection over Unix.
;-)	Winky smilie. User just made a flirtatious and/or sarcastic remark. More of a "don't hit me for what I just said" smilie.
:-(	Frowning smilie. User did not like that last statement or is upset or depressed about something.
:-I	Indifferent smilie. Better than a Frowning smilie but not quite as good as a happy smilie
:->	User just made a really biting sarcastic remark. Worse than a :-).
>:->	User just made a really devilish remark.
>;->	Winky and devil combined. A very lewd remark was just made.

Those are the basic ones...Here are some somewhat less common ones:

(-:	User is left handed
%-)	User has been staring at a green screen for 15 hours straight
:*)	User is drunk
[:]	User is a robot
8-)	User is wearing sunglasses
B:-)	Sunglasses on head
::-)	User wears normal glasses
B-)	User wears horn-rimmed glasses

8:-)	User is a little girl
:-)-8	User is a Big girl
:-{)	User has a mustache
:-{}	User wears lipstick
{:-)	User wears a toupee
}:-(	Toupee in an updraft
:-[	User is a Vampire
:-E	Bucktoothed vampire
:-F	Bucktoothed vampire with one tooth missing
:-7	User juust made a wry statement
:-*	User just ate something sour
:-)~	User drools
:-~)	User has a cold
:’-(	User is crying
:’-)	User is so happy, s/he is crying
:-@	User is screaming
:-#	User wears braces
:^)	User has a broken nose
:v)	User has a broken nose, but it’s the other way
:_)	User’s nose is sliding off of his face
:<)	User is from an Ivy League School
:-&	User is tongue tied.
=:-)	User is a hosehead
-:-)	User is a punk rocker
-:-(	(real punk rockers don’t smile)
:=)	User has two noses

+-:-)	User is the Pope or holds some other religious office
‘:-)	User shaved one of his eyebrows off this morning
,:-)	Same thing...other side
¦-I	User is asleep
¦-O	User is yawning/snoring
:-Q	User is a smoker
:-?	User smokes a pipe
O-)	Megaton Man On Patrol! (or else, user is a scuba diver)
O :-)	User is an angel (at heart, at least)
:-P	Nyahhhh!
:-S	User just made an incoherent statement
:-D	User is laughing (at you!)
:-X	User's lips are sealed
:-C	User is really bummed
<¦-)	User is Chinese
<¦-(	User is Chinese and doesn't like these kind of jokes
:-/	User is skeptical
C=:-)	User is a chef
@=	User is pro-nuclear war
*<:-)	User is wearing a Santa Claus Hat
:-o	Uh oh!
(8-o	It's Mr. Bill!
*:o)	And Bozo the Clown!
3:]	Pet smilie
3:[	Mean Pet smilie
d8=	Your pet beaver is wearing goggles and a hard hat.

E-:-)	User is a Ham radio operator
:-9	User is licking his/her lips
%-6	User is braindead
[:-)	User is wearing a walkman
(:I	User is an egghead
<:-I	User is a dunce
K:P	User is a little kid with a propeller beenie
@:-)	User is wearing a turban
:-0	No Yelling! (Quiet Lab)
:-:	Mutant Smilie
	The invisible smilie
.-)	User only has one eye
,-)	Ditto...but he's winking
X-(	User just died
8 :-)	User is a wizard

C=}>;*{()) Mega-Smilie... A drunk, devilish chef with a toupee in an updraft, a mustache, and a double chin

Note: A lot of these can be typed without noses to make midget smilies.

:) Midget smilie

:] Gleep...a friendly midget smilie who will gladly be your friend

=) Variation on a theme...

:} - What should we call these? (what?)

:) - Happy

:> - what?

:@ - what?

:D - Laughter

:I - Hmmm...

:(- Sad

:[- Real Downer

:< - what?

:{ - what?

:O - Yelling

:C - what?

:Q - what?

:,(- Crying

[] - Hugs and
:* - Kisses

¦I - Asleep

¦^o -Snoring

:-‘	smiley spitting out its chewing tobacco
:-1	smiley bland face
:-!	"
:-@	smiley face screaming
:-#¦	smiley face with bushy mustache
:-$	smiley face with it's mouth wired shut
:-%	smiley banker
:-6	smiley after eating something sour
:^)	smiley with pointy nose (righty)
:-7	smiley after a wry statement
8-)	smiley swimmer
:-*	smiley after eating something bitter
:-&	smiley which is tongue-tied

:-0	smiley orator
	smiley invisible man
(:-(	unsmiley frowning
(:-)	smiley big-face
):-)	"
):-(	unsmiley big-face
)8-)	scuba smiley big-face
=:-)	smiley punk-rocker
=:-(	(real punk rockers don't smile)
+:-)	smiley priest
:-q	smiley trying to touch its tongue to its nose
:-e	disappointed smiley
:-t	cross smiley
:-i	semi-smiley
:-o	smiley singing national anthem
:-p	smiley sticking its tongue out (at you!)
:-[	un-smiley blockhead
:-{	smiley variation on a theme
:-}	ditto
{:-)	smiley with its hair parted in the middle
}:-)	above in an updraft
:-a	lefty smilely touching tongue to nose
:-s	smiley after a BIZARRE comment
:-d	lefty smiley razzing you
g-)	smiley with ponce-nez glasses
:-j	left smiling smilely

:-k	beats me, looks like something, tho.
:-l	y. a. s.
:-:	mutant smiley
:-\	undecided smiley
:-o	smiley singing national anthem
:-p	smiley sticking its tongue out (at you!)
:-[	un-smiley blockhead
:-]	smiley blockhead
:-¦	"have an ordinary day" smiley
;-)	winking smiley
:-<	real sad smiley
:->	y.a.s.
:-z	y.a.c.s.
:-x	"my lips are sealed" smiley
:-c	bummed out smiley
:-v	talking head smiley
:v)	left-pointing nose smiley
:-b	left-pointing tongue smiley
:-/	lefty undecided smiley
:-?	smilely smoking a pipe
.-]	one-eyed smilely
,-}	wry and winking
0-)	smiley cyclops (scuba diver?)
:-=)	older smiley with mustache
:u)	smiley with funny-looking left nose
:n)	smiley with funny-looking right nose

:<	midget unsmiley
:>	midget smiley
}:^#})	mega-smiley: updrafted bushy-mustached pointy nosed smiley with a double-chin
:-)	ha ha
¦-)	hee hee
¦-D	ho ho
:->	hey hey
:-(	boo hoo
:-I	hmm
:-O	uh oh
:-P	nyah nyah
¦-P	yuk
:-}	beard
:-{	mustache
:-#	braces
:-X	bow tie
:-Q	smoker
<:I	dunce
(:I	egghead
@:I	turban
8-)	glasses
B-)	horn-rims
8:-)	glasses on forehead
:-8(	condescending stare

\~\~:-(	net.flame
O ¦-)	net.religion
8 :-I	net.unix-wizards
X-(	net.suicide
E-:-I	net.ham-radio
>:-I	net.startrek
3:o[	net.pets

;-)	wink
>:-<	mad

Drama	:-(	Comedy	:-)	Surpise	:-o	Suspense	8-¦
Male	:-	Female	>-				
Birth	¦-O	Death	8-#				
Infinity		8					

BTSOOM	Beats the [stuffing] out of me
BTW	By the way
FWIW	For what it's worth
FYI	For Your Information
GR&D	Grinning running & ducking
IAE	In any event
IANAL	I Am Not A Lawyer, also IANAxxx such as CPA
IMO	In my opinion
IMHO	In my humble opinion
IMCO	In my considered opinion
IOW	In other words
NFW	No [bleeping] way
NRN	No Reply Necessary
OTOH	On the other hand
PITA	Pain in the [...]
ROF,L	Rolling on floor, laughing.
RSN	Real Soon Now [which may be a long time coming]
RTFM	Read the [fine] manual (or message)
SITD	Still in the dark

TANSTAAFL	There Ain't No Such Than A Free Lunch
TIA	Thanks In Advance
TIC	Tongue in cheek
TLA	Three Letter Acronym (such as this)
SNAFU	Situation Normal, All F_____ Up
FUBAR	F_____ Up Beyond All Recognition